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ABSTRACT

This document is a compilation of manuscripts describing seven programs which received the 1976 American College Testing Program and the National University Extension Association Innovative Awards in Continuing Education for making innovative contributions to the improvement of continuing education. Entry manuscripts for each of the following award-winning programs are included: (1) National Media Course (provides colleges and universities with course materials of unquestioned quality and makes possible the offering, nationally, of media-related courses), (2) Elderhostel (an educational hostel for the elderly designed to reawaken awareness of their capacity to meet change and challenge), (3) Adult Career Information Project (extends the occupational guidance, counseling, and training engaged in by the public and private educational system of Michigan), (4) Local Government Service Program (provides technical assistance to local governments establishing programs to solve community problems), (5) Working Together for Female Offenders (centered on discussion with female inmates of problems of incarcerated women (in Missouri) and solutions and alternatives for problems, including identifying resources available to assist in meeting their needs, (6) Bilingual Vocational Training of Dental Assistants (provides out-of-school unemployed persons of limited English-speaking ability with vocational training as dental assistants), and (7) Guidelines for Special Projects (designed to develop a strategy for two-way communication between a student and his or her faculty adviser). (EM)

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AWARD-WINNING NEW PROGRAMS

National Media Courses

Elderhostel

Adult Career Information Project

Local Government Service Program

Working Together for Female Offenders

Bilingual Vocational Training of Dental Assistants

Guidelines for Special Projects

Third in a Series on Continuing Education from:

NATIONAL UNIVERSITY EXTENSION ASSOCIATION

and

THE AMERICAN COLLEGE TESTING PROGRAM

2

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FOREWORD

In 1971, The American College Testing Program and the National University Extension Association joined to initiate the ACT-NUEA Innovative Awards in Continuing Education program. This book is a compilation of the award-winning entries submitted to that program in 1975, and honored in April 1976 at the NUEA Awards Luncheon held during the annual meeting of the association.

The ACT-NUEA awards are designed to honor the faculty and staff of NUEA member institutions who are making innovative contributions that have nationwide, regional, statewide, or institutional application for the improvement of continuing education, and to disseminate information about these contributions to other professionals in the field. Programs that have the widest application are given priority consideration. However, programs and ideas which notably affect an institution's role in extension and continuing education are also encouraged.

There are five separate award categories in the program. Winners are chosen from some or all of the categories, depending on the merit of the entries.

The award categories are:

1. Recently established programs with demonstrated impact
2. Recently established counseling and student services programs
3. Changes in administrative organization or staff training of continuing education divisions
4. Untested ideas
5. Open (includes combinations of above categories)

In 1976, three winners were chosen and four additional entries were cited for special recognition. The University of California, San Diego, was a winner in category 1 for the entry "National Media Courses." In category

2, a program called "Adult Career Information Project" took the award for Michigan State University. The University of Missouri, Columbia, submitted the winner for category 5, "Working Together for Female Offenders."

The four programs receiving special recognition were: In category 1, the University of New Hampshire for "Elderhostel"; in category 4, Ferris State College for "Local Government Service Program"; in category 5, the University of California, Los Angeles, for "Bilingual Vocational Training of Dental Assistants"; and a noncategorized award was given The University of Iowa for "Guidelines for Special Projects." No award was given for category 3, and only the special recognition award for category 4.

The seven award-winning manuscripts honored in 1976 are reproduced on the following pages.

NATIONAL MEDIA COURSES

University Extension

University of California, San Diego

Winner

Recently Established Programs with Demonstrated Impact

Program Name:

NATIONAL MEDIA COURSES

Name of Principal Person(s) Responsible for Entry:

Martin N. Chamberlain
Assistant Chancellor, Extended Studies
Dean of University Extension

Person(s) or Institution to Whom Award Would Be Made:

University Extension, University of California, San Diego

Source(s) of Funding:

Various (as explained in text)

Cost of Program:

Various (for the several courses)

Number of Participants in Program:

5,000-50,000

Objectives of Program:

To provide colleges and universities with course materials of unquestioned quality which make possible the offering, nationally, of media-related courses, taking advantage locally of series on television or in newspapers.

NATIONAL MEDIA COURSES

A new phenomenon has occurred in higher education in the last two years which is being described as national media programs. Such programs involve the creation of a course intended to be offered at colleges and universities throughout the nation with one of the mass media—television, radio, newspapers or magazines—as the essential teaching element. Some are funded by grants, others are supported by the initiating institution(s). Usually several books—a general reader, an anthology of additional readings, a study guide—are published to transform a media presentation into a course.

University Extension at the University of California, San Diego, pioneered national media courses. It started with its innovative Course by Newspaper which emerged in the fall of 1973 as "America and the Future of Man." Since then three additional courses by newspaper have been offered to increasing numbers of participating newspapers and cooperating colleges and universities. The course just concluded, "American Issues Forum," was carried weekly by 450 newspapers throughout the United States and abroad with a readership of some 28 million persons. It is mind-boggling to think that any one thing we've done might have been read by that many people.

Courses by Newspaper is an educational program developed by University Extension, University of California, San Diego, and funded by the National Endowment for the Humanities. Its key ingredient is a series of weekly articles by leading American scholar-writers which appears in local newspapers. More than 450 newspapers in 48 states, Europe, Puerto Rico, and the Virgin Islands are currently carrying these articles; and more than 250 colleges and universities, nationwide, are currently offering these courses for credit.

It's easy for newspapers, colleges and universities to join Courses by Newspaper. A newspaper need only be the first in its circulation area to

request participation. And colleges and universities wishing to join need only one thing: a newspaper in their area that will run the articles.

The courses are free of charge to any size or type of newspaper. Eighteen feature-length articles by prominent scholar-writers, including Nobel and Pulitzer Prize winners, as well as illustrations for the articles, a complete packet of promotional materials, and photographs and biographies of all of the course authors are supplied to the cooperating newspapers.

Participating colleges and universities are free to present the courses in their own ways—to determine the appropriate academic division, credit hours, enrollment fees, local instructor and his or her salary, and whether to give examinations or alternative assignments to determine grades.

Course instructors are required to meet with enrolled students for two contact sessions. Other contact sessions and creative enrichment of the courses are, of course, encouraged. The instructors are also required to administer a multiple choice examination prepared by Courses by Newspaper for evaluation purposes.

Although the student enrollment fee is determined by each college or university, Courses by Newspaper encourages educational institutions to keep those fees low or moderate in order to insure the highest possible enrollment. In the past, most participating educational institutions charged lower than usual fees.

Beyond normal operating costs, expenses for presenting Courses by Newspaper are minimal. To defray expenses for developing future Courses by Newspaper, each college or university is asked to contribute $5 from the fee charged to each student enrolled in the course. However, this $5 fee is not charged to schools with fewer than 10 enrollees.

A Reader and Study Guide are available for each of the courses offered. The scholars who authored the course articles have contributed to these materials, which are designed both for personal enrichment and for college and university instruction.

The academic integrity of these courses and books is insured by a five-member faculty committee from the University of California, San Diego, and by a National Board made up of prominent educators, authors, and journalists. Current chairman of the board is Dr. David P. Gardner, President of the University of Utah, Salt Lake City.

The success of Courses by Newspaper has been astounding in the three years that it has been offered. From its beginnings in the fall of 1973 with 250 newspapers and 200 colleges and universities participating, the numbers have grown to this year's (1975-76) record number of more than 450 newspapers, and more than 250 colleges and universities.

There are several reasons for this success. First, the articles, all by respected scholars, are intellectually challenging and are written in the fresh, lively style of American journalism. Second, the courses are based on dynamic programs that utilize newspapers and educational institutions as forums for discussion of issues important to people in all phases of life. And finally, the Courses by Newspaper concept offers both newspapers and colleges and universities a special opportunity to perform an innovative service for their communities.

The participants tell the story for Courses by Newspaper. From Helen Crockett, Associate Dean, Continuing Education, Wichita State University, came this comment:

More than 190 students have enrolled in the fall (1975) course offered by Courses by Newspaper even though notice of the course did not appear in our fall catalogue. Students have formed car pools and driven from all across the state to participate in the four scheduled contact sessions.

We certainly hope to offer the second part of this course since Courses by Newspaper helps us meet our obligation to serve the entire state. Through Courses by Newspaper, we are able to bring an educational program right to the doors of residents all across the state. I also believe that we are providing a service to people who want enrichment and timely information even though they may not need college credit.

And from Keith D. West, Promotion Manager, the Deseret News, Salt Lake City:

Although the Deseret News has participated in all previous Courses by Newspaper programs, we were so impressed with the high caliber of this year's course (fall 1975) that we made it our paper's Bicentennial promotion.

Before the series began we published on the front page of the Deseret News the complete schedule of articles along with the schedule of related programs on the television stations of the University of Utah and Brigham Young University. Copies of this front page were reprinted in color and distributed to the universities for use in their continuing education catalogues and their television station program guides.

In addition, we also mailed copies of the schedule to all the English and social studies teachers in Utah. It is my understanding that many of these teachers are using the Courses by Newspaper articles in their classrooms.

We felt that all of this promotional effort was warranted by the high quality of Courses by Newspaper's Bicentennial series and its tie-in with a national Bicentennial program.

These are but two comments from the participants in Courses by Newspaper. Others felt that the project was "an excellent recruiting device and promotional aid to familiarize the community with their college and what it had to offer." It was repeatedly stated in a survey of editors done in fall 1975 and funded by the Exxon Education Foundation that "the program was a most valuable community service that would have high readership even by those who were not enrolled in the course for credit." The articles were called "provocative," "thought pieces from very fine minds," "a series that far surpasses anything done before," "exceptionally fine," and "especially timely."

The Courses by Newspaper project has offered four courses since its inception. Beginning was "America and the Future of Man" which focused on the humanistic aspects of the American experience and its implications for the future. Dr. Paul Saltman, Vice Chancellor for Academic Affairs and Professor of Biology, University of California, San Diego, coordinated the course which presented feature articles by 20 scholar-writers, a Reader, Study Guide, self-tests, and a special game called the Future Game. Among the course authors were internationally known psychologist Dr. Carl Rogers, Resident Fellow, Center for Studies of the Person, La Jolla, California; H. Bentley Glass, Distinguished Professor of Biology, State University of New York at Stony Brook; and Henry C. Wallich, member, Board of Governors, Federal Reserve.

"In Search of the American Dream" was the second offering for Courses by Newspaper. Coordinated by Dr. Robert C. Elliott, Professor of Literature, University of California, San Diego, this course examined the persistence—for good and bad—of the utopian spirit that animated this country's beginnings, with articles that concentrated on the continuity of the nation's founding themes and their abiding function as norms which have permitted Americans to evaluate their country and its growth. "In Search of the American Dream" featured such distinguished scholar-writers as Pulitzer Prize winners Robert Penn Warren, William Goetzman, and Michael Kammen.

The third and fourth Courses by Newspaper, although offered separately, were developed as a unit. For the 1975-76 academic year Courses by Newspaper was affiliated with the American Issues Forum, the national Bicentennial program developed at the suggestion of television journalist Walter Cronkite and set up to encourage a nationwide dialogue on America—what it is, how it got that way, and where it's going. Courses by Newspaper furthered this dialogue through in-depth feature articles by such renowned scholars as Doris Kearns of Harvard University, Robert Heilbroner, the Norman Thomas Professor of Economics, New School for Social Research, and Paul Samuelson, the Nobel Prize-winning economist at the Massachusetts Institute of Technology. Dr. Daniel Aaron, the Victor Thomas Professor of English and American Language and Literature at Harvard University, was the coordinator for the two courses which explored "American Society in the Making," and "The Molding of American Values."

Courses by Newspaper has two courses in the development stages for fall 1976 and spring 1977. "Oceans: Our Continuing Frontier" with Dr. H. William Menard, Professor of Geology, Scripps Institution of Oceanography, University of California, San Diego, as the course coordinator, will be offered as the fifth course in fall 1976. It will include topics such as the sea in art, literature, and music; the impact of the sea on historical development; and the ocean as a source of energy, minerals, and food. Authors include Dr. Eugenie Clark, internationally known specialist in icthyology and director from 1955 to [illegible] the Cape Haze Marine Laboratory in Sarasota, Florida; Willard Bascom, the Director of the Southern California Coastal Water Research Project and a director of Project Mohole; and Herman Kahn, defense analyst and Director of the Hudson Institute in Croton-On-Hudson, New York, and author of the controversial best sellers *On Thermonuclear War* and *Thinking the Unthinkable*.

Course six "Ethical Choices in a Modern Society" is being coordinated by Dr. Philip Rieff, the Benjamin Franklin Professor of Sociology at the University of Pennsylvania, a Fellow for Life of the Royal Society of Arts in Great Britain, and a founding editor of *Daedalus, the Journal of the American Academy of Arts and Sciences*. This course will consider such topics as the new biology, drugs, pornography, marriage, sex, and politics, and will be presented in spring 1977.

Funding has been granted by the National Endowment for the Humanities for courses seven and eight in 1977-78.

Close to 15,000 have enrolled in the first three courses, and each of these courses has had a nationwide readership of more than 20 million people. These numbers are only the beginning. According to Dr. Oscar J. Kaplan, Director of the Center for Survey Research, San Diego State University, from his evaluations of the previous courses, "The immense potential for developing readership in Courses by Newspaper is indicated by the large numbers of subscribers who are (as yet) unaware of the Courses by Newspaper series in their newspapers."

The growth potential of Courses by Newspaper is limitless as newspapers across the nation continue to carry these feature articles, and the colleges and universities continue to offer these courses for credit.

Our excitement about involvement with this medium led us to thoughts about television. Television is a medium with vast educational potential which unfortunately is seldom realized. There was a time when television's enthusiasts predicted it would "take over" education. It seemed a good solution to the looming teacher shortage of the fifties to introduce "master teachers" whose wisdom would be transmitted, via television, to students everywhere. This never came close to happening for many reasons. Teachers resisted, obviously not caring to be replaced. Master teachers with the right combination of expertise and TV personality were hard to find. But much of the slowness of acceptance was attributable to a simple lack of knowledge of how to use the medium effectively.

The pioneers in instructional television had few resources, and their sights were low. They aimed for greater efficiency in the use of scarce teaching resources, but failed to see the process of instruction *itself* needed to be modified and reformulated to fit the medium. As a result, the production studio was made to resemble the classroom. The teacher lectured in the conventional fashion, though the presentation was tightly edited to conform to the allotted time limits. As Ronald Berman, the Chairman of the National Endowment for the Humanities, recently wrote, the TV set was used "as a kind of sophisticated microphone, with the only advantage being that it enabled the lecturer to drone on before an audience of 1,000 instead of 100."

Henry Cassirer expressed the perspective in 1962 that "TV is not a mere substitute for traditional ways of teaching. It is a medium with its own psychological and emotional appeal, able to transcend barriers of time and place, of discipline and personalities." It remained for new groups to

comprehend this message and to translate it into more effective usage of the medium.

We were impressed with the high quality of many series produced for public television, and since several of these dealt with academically relevant subject matter we began to wonder if they might constitute the basis for a new kind of course. The novel idea here, which would differentiate our efforts from earlier instructional uses of television, is the concept of courses created *from* television, rather than *for* it.

We were fortunate to formulate these ideas at a time when a most exceptional opportunity to test them was in the offing. Jacob Bronowski's magnificent television series on the history of science, *The Ascent of Man,* had been a great success in Britain and was to be brought to the United States. Earlier BBC imports like Sir Kenneth Clark's *Civilisation* and Alistair Cooke's *America* had been popular here so there was every reason to believe *The Ascent of Man* would be well received too.

These BBC productions were perceived by American educators to be highly effective general or interdisciplinary education and thus could be the basis for national media related courses. Apparently this possibility did not have the same appeal in Britain for no similar effort was made there to capitalize on the availability of these excellent series.

It was good fortune that Bronowski lived near the UC San Diego campus and worked at nearby Salk Institute. This enabled us to convince him the project should be undertaken and gain his advice during the frantic summer's preparation of necessary publications and the administrative manual. Meanwhile we were cultivating public television station managers (there are 250 of them) suggesting the availability of the course and the need to work with local institutions for its offering. Of course we were deeply involved too in a national "marketing" campaign to induce colleges and universities to participate.

The first effort to create a course which would "surround" the impending broadcast of *The Ascent of Man* was impeded by the unwillingness of the coproducer and owner of American rights to authorize the development of a course based upon the TV series. The issue was resolved finally by working directly with the publisher of Bronowski's book *The Ascent of Man,* who agreed to publish the anthology of additional readings and the study guide, believed by us to be necessary companion materials to the Bronowski "text." We wanted an anthology to provide differing views and

to extend the understanding of the complex areas covered by the Bronowski series. An author was commissioned to research and write this book. The study guide was seen as an aid to the independent student whose primary instructor was to be Bronowski on the television tube. It was our impression these students, many of whom would have completed formal instruction years ago, would appreciate guidance in pursuing the reading and integrating the resources available to them at home, and the provision of quiz questions to test their learning. The study guide was written by our own staff.

A complication in the orderly development of the course was the simultaneous interest which occurred at Miami-Dade Community College in Florida in producing a course based upon *The Ascent of Man* television series. The tension thus created was resolved by jointly venturing the course development and marketing. UC San Diego directed its efforts toward an upper division course and Miami-Dade to a lower division course. Thus, two study guides were created—one for each audience. The anthology was supplementary to both courses but of more significance at the upper division level.

While the books were being written and published a similar effort was being made to interest colleges and universities in this unique educational opportunity. Again there was a logical division of labor. UC San Diego solicited the four-year institutions and Miami-Dade the two-year colleges. In order to assist interested institutions in participating, an administrative manual was developed for each type of institution, providing suggestions for course description, approving department and approval procedures. For potential instructors, sample chapters of the anthology and study guide were added along with a series of suggested examination questions. For the course administrators, suggested publicity plans, sample newspaper releases and copy for radio and television announcements were included along with other administrative details.

A participation fee was charged to each institution which elected to offer the course. These fees along with royalties on the additional publications reimbursed UC San Diego and Miami-Dade for the costs incurred in the development of course materials.

Unfortunately this process took much time and many institutions which wanted to participate could not achieve the necessary approval of the course in time for the initial offering. But 79 four-year institutions and 174 two-year institutions did offer the course at the time of its broadcast on

public television during the period January through March, 1975. An institution by institution count of enrollments has not been made for that first offering, but the totals are estimated to be in excess of 23,000. At least, that many copies of the published materials were sold. Bronowski's book was high on the best-seller list for many weeks while the TV series was being broadcast.

Dr. Bronowski died in August of 1974, and was never able to see the program's debut in this country. It is clear now that he had an intimate understanding of the potentials of the medium of television for imparting knowledge, which was brilliantly complemented by the conceptual work and production capabilities of the British Broadcasting Corporation. He said this about TV: "Unlike a lecture or a cinema show, television is not directed to crowds. It is addressed to two or three people in a room, as a conversation face to face—a one-sided conversation for the most part, as the book is, but homely and Socratic nevertheless. To me, absorbed in the philosophic undercurrents of knowledge, this is the most attractive gift of television, by which it may yet become as persuasive an intellectual force as the book."

A lecture is tight, formal, and impersonal; one must be careful not to stray into the realm of speculation. But for Bronowski, TV presented the opportunity for a *conversation* charged with the energy of personal insight and felt values. Students responded enthusiastically to this interpretation, and educators would do well to keep it in mind. Perhaps we should learn that the realm of value judgment (which descriptor ends many discussions in undergraduate classes) is a realm which we can no longer ignore.

There were many mistakes made as with any pioneering effort. Surprisingly, there was no disenchantment with the program. Enthusiasm was general as preparations began for the next major series—*Classic Theatre: The Humanities in Drama*. This series is a collection of first-rate renditions of some of the classic plays of the 17th, 18th, and 19th centuries. The plays were selected from a list of more than 100 BBC productions for their quality and variety by WGBH, PBS affiliate in Boston, Massachusetts. The process followed this time was generally similar but only one comprehensive study guide was prepared allowing institutions to use it as it seemed appropriate to the level of instruction which they chose. With *Classic Theatre*, options ranged from lower division to graduate study.

This time 122 four-year institutions joined in the offering along with 150 two-year institutions, taking advantage of the public television broadcast during the fall 1975. Coast Community College District of Costa Mesa, California, was the coventurer with UC San Diego on this project.

In the repeat offering of *The Ascent of Man* this fall it was carried by nearly all of the public television stations and offered as a course by 485 colleges and universities. Numbers of students registered are not available yet, but from book sales we judge that figure to be in excess of 50,000 for the two showings of the 13-week series. Since then we have made available a course for *The Adams Chronicles,* which started in mid-January. A number of new courses from and for television are being planned, notably John Kenneth Galbraith's social and economic history entitled *The Age of Uncertainty* which will appear in 1977.

We are pleased to report that among the participating colleges and universities for both the newspaper and the television courses were large numbers of National University Extension Association member institutions.

We have learned, from this brief exposure, that television can effectively entertain, persuade, and produce effective learning. The first efforts have had a variety of impacts. The Bronowski series is a master teacher at work, utilizing the full resources of an opulent budget and twenty-seven countries to illustrate his points. This is optimal use of the medium. In *Classic Theatre* television enriches the learning possible from reading the plays. As Jonathan Saville stated in one of the specially prepared course texts, "The student whose experience of the theatre is confined to reading the printed texts of plays (and this is the case in most drama courses) sees only the skeleton of this art . . . *Classic Theatre* and the texts that accompany it attempt to give the student both perspectives—that of playgoer, who sees a particular production, and that of the reader, who silently absorbs into his imagination the script on which all productions of the play must be based." In *Adams Chronicles* a dramatic documentary will provide still another form of teaching support. We need to further study the best ways to utilize these three forms, by chance available to us in our first three national courses from television.

National Public Radio is interested in starting a program of courses by radio. We are in discussion with them as we are with several magazine publishers who are tentatively interested in courses by magazine.

One of the major concerns confronting us as we set out to develop national media courses is their acceptability. Knowing of the resistance of faculty to accept anyone else's scholarship we were worried our colleagues would be unable to get academic approval for these courses. We were pleased to have people of unquestioned excellence in all of the programs so as to disarm such criticism. The fact *The Ascent of Man* was offered by 485 colleges and universities suggests this obstacle has been overcome in a satisfying number of instances.

Another concern has been cost. The Courses by Newspaper project has been liberally funded by The National Endowment for the Humanities. It is unlikely another institution could be funded for a similar program at least from that source. We had no such "angel" for the television series, but, going in, believed we could recoup our investment, which proved to be the case. This was a definite risk because there was nothing to prevent other institutions from preparing their own materials and creating their own courses. Several institutions did this, notably Penn State and Northern Colorado.

Book publishers have become aware of the potential of the continuing education market in part as a result of these national media programs. They are now willing to put up "front money" for a good idea, which lessens the amount of capital needed to enter this arena.

With the advent of new technology—the video disc, the cable systems and satellites—there is developing a great need for educational materials for the inevitable demands of these new elements. Thus the secondary uses of programs and courses created for public television or newspapers may eventually have a larger impact than the primary purposes they were designed to serve.

The newspaper articles from *America and the Future of Man* have had a good sale to secondary schools. Teacher's guides have been prepared for all of the courses from television. We have learned that teachers found the series of great value to science and drama classes.

This has been a heady project for the staff of University Extension. We have been able to accomplish the necessary work with few additional staff, mostly through high enthusiasm. Articles concerning the courses have appeared in *Time, Wall Street Journal, New York Times,* and *The Chronicle of Higher Education* to name just a few. National Media

Programs have caught the eye of both government and private enterprise which are increasingly seeing the value of collaboration with higher education to reach the public. Perhaps a new field is developing for those of us in university extension and continuing education.

ELDERHOSTEL

Division of Continuing Education and Office of Residential Life

University of New Hampshire

Special Recognition

Recently Established Programs with Demonstrated Impact

Program Name:

ELDERHOSTEL

Name of Principal Person(s) Responsible for Entry:

Edward J. Durnall, Director, Division of Continuing Education
David P. Bianco, Director of Residential Life
Martin P. Knowlton, Coordinator, Elderhostel

Person or Institution to Whom Award Would Be Made:

Division of Continuing Education and
Office of Residential Life
University of New Hampshire

Source(s) of Funding:

Title I-HEA (New Hampshire)—Grant Award of $22,000
The Spaulding-Potter Charitable Trust—Community Service Grant award of $7,500, plus funds for room and board from participants not receiving hostelships.

Cost of Program (on five college campuses):

Administration	$4,996
Labor	500
Travel	500
Supplies	1,466
Subcontracts (approximately $4,500 to each college for instructional costs, hostelships, etc.)	22,500
Indirect costs	2,797
Fringe benefits	504
TOTAL	$33,263

Number of Participants in Program:

308, whose average age was 70

Objectives of Program:

If education is a life-long process, then we must address the needs of the elderly. There is an urgent need for fundamental changes in the life style and social orientation of older Americans. Many individuals 65 or over are suffering the deep psychic shock of having their main context of identity destroyed through their own or spouse's retirement. Government agencies and responsible families alike have tended to view the elderly as a social problem. This attitude and the resulting methods of coping with the "social problem" tend to wipe away, as on a child's Magic Slate, decades of education, training, and experience. This can cause a personality destruction so intense, so complete, that even the best adjusted are likely to accept society's image of the elderly as useless.

Elderhostel addresses this problem through the development in 1975 of a New Hampshire prototype of what will become in 1976 a regional, and possibly by 1978, a national network of low-cost educational hostels for the elderly. Starting in Summer, 1975, Elderhostel provided a week or more of collegiate activity for over 300 participants on five college campuses. These hostels were designed to reawaken in participants an awareness of their capacity to meet change and challenge. This was approached primarily through the process of aiding the elderly to re-identify themselves in terms of intellectual vitality. Recognition that they themselves should be and can be the main agents of change in their own lives constitutes a major goal of Elderhostel. The carry-over value of the experience is, in the lives of the hostelers, measurably great and potentially enormous. The profit to society for a way of life that regularly includes its elders as active, meaningful participants in higher education may be vast.

ELDERHOSTEL

The Problem

The population of the elderly in the United States is growing both in terms of total numbers and in proportion to the population as a whole. Since 1900, the number of people 65 years of age or older in the United States has grown from three million to twenty-two million; as a percentage of the total population, the group over 65 has grown from 4 percent to 10 percent. Although this condition was readily foreseeable and, indeed, is already of considerable duration, there has been little planning to bring about adjustments to the changes in social structure and relationships that have occurred and will continue to occur.

While the elderly have increasingly become a problem to society, society has increasingly tended to isolate the problem and deal with it in a mechanical, inadequate, and often inhumane fashion. While the degree to which the elderly have become a burden to society may be argued, it is patently clear that society has become a heavy burden to the elderly. This sense of burden, and the accompanying sense of alienation, will continue to grow unless new means of communication, avenues of reentry, and modes of participation are found and developed.

The Response

Elderhostel was designed to become a permanent program of educational hosteling for persons of retirement age to be conducted on the campuses of the nation's colleges and universities during the summer months. Youth hostels have long been in operation at the University of New Hampshire and when early in 1974 David P. Bianco, Director of Residential Life, asked Martin Knowlton to coordinate the Youth Hostel, he suggested that Marty consider some kind of hostel for older people. The idea fell on fertile ground.

Indeed, retirement should be viewed as an opportunity to enter new areas of life. Hostels have historically been places of temporary shelter and repose for people who are on the move. Elderhostel, therefore, is for older people who are going somewhere, not necessarily or exclusively in terms of physical movement and travel, but in the sense of reaching out to new experience. The purpose of Elderhostel was thus to reawaken in participants an awareness of their capacity to meet change and challenge and the desirability of change and challenge in their lives. This was approached primarily through the process of aiding them to reidentify themselves in terms of intellectual vitality.

Program Design

Elderhostel '75 was the designation given to the program for the first season of operation, June 2 through August 2, 1975. The hostel programs of five New Hampshire colleges were coordinated by the University of New Hampshire's Division of Continuing Education under the direction of Martin Knowlton, Project Coordinator. He then coordinated the overall administration of Elderhostel through the continuing education units of each of the five participating colleges. The participating colleges were UNH-Durham, UNH-Keene, UNH-Plymouth, New England College (Henniker), and Franconia College (Franconia). The project was funded by the Spaulding-Potter Charitable Trust Community Service Fund and Title I, Higher Education Act of 1965 (New Hampshire), with four-fifths of the funds being provided by the latter.

In Elderhostel '75, each participating college set aside for a designated portion of the summer standard dormitory accommodations for people of retirement age, and provided each week a minimum of three one-week long minicourses for resident hostelers and for any commuters who met the age standard. The funds granted to the Elderhostel program were used to cover the costs of the minicourses so that no participant was required to pay tuition. The hostelers themselves were asked to pay a single fee of $50, for which they received full room and board for seven days, a student recreation pass, standard on-campus medical care, and other benefits which varied with the particular college involved.

Facilities

The hostels themselves were in college dormitories reserved specifically for Elderhostel. Single and double occupancy rooms were provided with standard dormitory bathrooms and basic in-house recreation facilities at

extremely low rates. In connection with the hostel, the colleges also offered low cost meals for hostelers at the college dining halls. The five participating colleges were thus able to employ otherwise unused facilities and personnel in the program of outreach to the overlooked at no additional cost to themselves. In the words of Sterne E. Barnett, one of the Elderhostel attendees,

We were housed in a new complex of dormitory rooms on the campus at Durham. The rooms were large and attractive. There were ample shower facilities, kitchenette accommodations on each floor, handily spaced, with the makings of tea and coffee at any time, pleasant lounging space for reading and opportunities to talk to our contemporaries, as well as to any students that might be wandering in and out. Transportation in mini-buses was provided from the dining hall to courses and recreational facilities.

Orientation sessions quickly integrated the guests—and we were made to feel like very welcome guests by Marty and his assistant, Gayle Kloosterman, who were our host and hostess. The whole community was our family.

We were provided with a meal ticket that amply provided for our meals for the week at the dining hall—cafeteria style—in company with the student body. The menu was sufficiently varied each day. And there was always good company.

The foreign students invited us to a cheese and wine party one evening, Elderhostel '75 was host to a group of graduate students at a barbecue another evening; we were treated to an excellent performance at the summer theatre and there was an interesting nature walk. Recreation outside the hostel was identical to that which was offered the regular college students.

Hostelers were expected to stay one week at a campus, but could remain within the system as long as they wished. Special consideration was given to those wishing to stay at a particular hostel for more or less than the standard one-week period.

Minicourses

Elderhostel was not another educational or recreational cubbyhole for the elderly; it was a program of many interrelated elements that were consciously designed to stimulate in the elderly the idea that they are not *pinned* into the framework where society seems to thrust them, but can step out and become part of, even creators of, new frameworks. It is the Elderhostel view that destruction of the idea that old age is static is a pressing obligation of the educational community.

The educational program offered three one-week college level minicourses at each college and was repeated weekly during the four hostel sessions. Each college offered an Oral History seminar in which participants, under the direction of an experienced oral history instructor, interviewed each other by tape recording. Even among the elderly whose self-esteem has been most battered by a punch-card society, there remains the rueful knowledge that they do have something of value that is uniquely of themselves to offer that society—if they could only get someone's attention. That something of value is memory: that special interrelationship of time with place, place with person, person with event that will depart with them forever unless it is passed on. The Oral History seminar helped reveal to the elderly their value and importance to society; individually, as persons who are growing, contributing and very much needed; and collectively, as an aware, involved citizenry with great potential effect.

Many of the colleges also offered a special American Revolution Bicentennial minicourse in Early American History related to the geographic locality of the college. These were primarily nonclassroom courses, involving half-day bus trips to Early American historical sites under the direction of a guide/lecturer from the college's History Department.

Finally, each college offered one or more courses of its own design to take particular advantage of its special facilities and expertise. Other minicourses offered included Politics and Economics of Food for the Consumer, Writing for Fun and Publication, Charcoal Sketching, Painting, and so on. These latter courses were also open to the general public.

Elderhostel participants enrolled in at least one of the courses offered. Many enrolled in two and some in three. However, it should be noted that participation in the educational program was not an absolute requirement of all hostelers. In the event a hosteler wished to pursue his or her own private program of activities, he or she could still enjoy full hostel privileges, providing the single criterion of being at or past retirement age was met.

Program Promotion

It is easy to visualize Elderhostel as a neatly contrived network of campus hostels offering a first-rate program of adult education courses. Everyone

to whom the idea has been broached has responded with great, positive enthusiasm. As an idea, Elderhostel has needed no selling. As a practical reality, however, this has been far from the case. In fact, when clarity of conception has done its work, when the clever manipulation of detail has had its effect, and when prudent and creative use of funds for facilities and program has played its part, the final question of success must be posed—and the answer will be "selling." The elderly must be sold on active participation in Elderhostel.

To those presently involved in college life on a regular basis, it may seem that a program offering room, board, and tuition at a *maximum* cost of something close to $50 a week should need no selling. It costs that much to stay home! However, we realize that such a suggestion is neither true nor particularly relevant where the elderly are concerned. Programs conducted elsewhere and Elderhostel's own experience in 1975 indicate that only the most active, the most fully participating elderly persons will accept the idea of college without grave reservations. Those among the elderly who have most need of intellectual restimulation, who have the most urgent requirement for new pathways of reentry to society, who are most desperately trapped in the cul-de-sacs of nowhere, these are the ones who must be convinced the Elderhostel is for them.

Elderhostel thus presented a particular promotional problem, i.e., reaching people of retirement age, that none of the administrators had faced before. Although there was a lot of local radio and TV coverage, there was not a great deal of response from it. Newspaper articles brought relatively few inquiries, and even articles in special publications for the elderly had, with one or two notable exceptions, little effect. Direct mail ranged from poor to good. The most effective medium, discovered only in the final two or three weeks before the first Elderhostel opened, was distributing batches of promotional brochures to public libraries. The promotional strategy for Elderhostel '76 will benefit greatly from this experience, but the fact that Elderhostel now has a strong momentum should, in itself, make a tremendous difference in the success of promotional activities.

For 1976, a speaker's bureau, involving representatives from each participating college, will be organized to fill speaking engagements before local elder groups and for special opportunities at churches, civic organizations, and service groups, and on local radio and TV shows. Speakers from the bureau will be provided with both slides and videotape for visual aids. The slides will be part of a brief slide show of the hostel

facilities and outstanding features of each campus in the system. The videotape will be a report on Elderhostel '75 almost completely focused on participants.

Program Evaluation

Five New Hampshire colleges participated in Elderhostel '75 as indicated below:

Franconia College	4 weeks	June 15-July 12
Keene State	2 weeks	July 13-July 26
New England College	2 weeks	June 8-15; July 20-26
Plymouth State	3 weeks	July 13-August 2
University of New Hampshire	4 weeks	July 6-August 2

The early start for New England College was a disadvantage, but this was primarily a matter of late, inadequate promotion.

Numbers

The total number of participants in the program was just over 300, including commuters, and ranged in age from 60 to 91 with 70 being the average age. The number of resident participants on a single college campus at a given time ranged from a minimum of 5 to a maximum of 34. The average per campus was 17 hostelers per week.

Many observations and suggestions have been made as to the ideal number of resident hostelers at any one location, but too much depends on circumstances for definitive conclusions to emerge. In fact, all groups were successful, but those groups in which no subgrouping (i.e., cliques) occurred were clearly the most successful. The University of New Hampshire reported a tendency for subgroups to develop as the number of participants increased past 20. The subgroups were most likely to be formed by people who had planned to attend together, people who were acquaintances before coming to the hostel, and people who came from the same community. However, people fitting these categories were perfectly willing to form and explore new friendships as long as the overall group was not too large.

Geography

Elderhostelers came from nine different states, with Massachusetts accounting for 53.5% of the total; 19.5% were from New Hampshire; no other state provided more than 5%. If commuters are added to the total (there were about 50), New Hampshire would account for 35% of the total. Perhaps the most notable geographic statistic is that there were no Elderhostelers from Vermont. Poor promotion is the probable explanation of this.

Economic Levels

The economic position of Elderhostelers ranged from wealthy to below the poverty line. The majority, however, clearly fell on the high side of the average income figure for people of retirement age. The fact that relatively few Elderhostelers were from the lower economic groups was in no way a surprise, but it did represent a failure for the program. This is a problem with which Elderhostel '76 will have to cope in a much more realistic fashion.

Courses

Elderhostelers showed a broad taste in courses. The only dissatisfaction was with courses of low intellectual content, and there were only one or two of these. Even such courses as Sailing, Canoeing, Auto Mechanics, Painting, etc., were judged by the level at which they were presented. The simple-minded, elementary approach was viewed, rightly, as condescending and rejected out of hand. Of all the courses offered, Oral History was clearly seen to be the most stimulating. This was an observation that came both from participants and from outside observers.

Comments by the participants show their enthusiasm for the program. John Wallace, a retired engineer from Pittsburgh, Pennsylvania, and an alumnus of New Hampshire University, felt that his experience at Elderhostel '75 was an enriching one. He said, "Our stay at Plymouth was a complete success and altogether different from Durham . . . the classes were interesting, especially the field trips and history concerning Robert Frost."

"I wasn't sitting in a rocking chair waiting to go in to eat again," was Nathan Baker's comment, comparing the Elderhostel with his vacations at summer resorts. He added, "There is nothing better than getting

together with a group of your contemporaries and being able to talk to them like one of the family." Mr. Baker is a retired manufacturer from Brookline, Massachusetts.

Mrs. Margery Austin of Lynn, now on the staff of the Massachusetts Association of Older Americans, was most enthusiastic in her praises of both Durham and Franconia. Her pleasure was compounded by her extracurricular experience of soaring in a glider at Franconia. "If I never get to heaven," she exclaimed, "I will feel I have reached it." The intensity of the Elderhostel experience was so great that the evaluation report for the external funding sources was a twenty-five minute videotape. The tape is primarily devoted to participant activities, comments, and reactions. It presents, as only the medium of television can, how much an impact Elderhostel had.

Mythology

Some bugaboos were laid to rest this past summer. Elderhostelers' health was excellent; there were no illnesses, and only three accidents that were referred to a doctor for examination occurred. Elderhostelers ate college food and delighted in it. Elderhostelers found present-day, college-variety "hippies" to be nonthreatening and largely nonoffensive—even rather nice. Educational differences among hostelers were not effective, even differences of 12 to 15 years of formal schooling being completely masked by 70 years of experience. There was no evidence of a decreased learning capacity, and the learning appetite was obviously very strong.

Planning for '76

Elderhostel '76 has expanded to about 24 colleges and includes all six New England states, but otherwise follows the general format of the 1975 program in New Hampshire. Elderhostel '76 is scheduled from May 30 through August 28, 1976, and the colleges planning to participate are:

CONNECTICUT
- Connecticut College, New London
- University of Hartford, West Hartford
- University of Bridgeport, Bridgeport
- Wesleyan University, Middletown
- Eastern Connecticut State College, Willimantic

MAINE
Bowdoin College, Brunswick
Colby College, Waterville
University of Maine, Orono
Maine Maritime Academy, Castine
University of Maine, Portland-Gorham

MASSACHUSETTS
Amherst College, Amherst
Merrimack College, North Andover
Southeastern Massachusetts University, North Dartmouth
Regis College, Weston

NEW HAMPSHIRE
Franconia College, Franconia
New England College, Henniker
Keene State College, Keene
Plymouth State College, Plymouth
University of New Hampshire, Durham

RHODE ISLAND
Roger Williams College, Bristol
University of Rhode Island, Kingston

VERMONT
University of Vermont, Burlington
Windham College, Putney
Trinity College, Burlington

In addition, 14 colleges in New York, Ohio, and Pennsylvania have also requested to become part of the Elderhostel '76 program.

Based on what we know, or think we know, from the observation of hostelers, teachers, and administrators, we can predict that the number of applicants for Elderhostel '76 will increase tremendously from direct personal referrals alone, that the number of applicants from lower income levels will increase markedly, that there will be a sharp increase in the number of people seeking hostelships, and hostelship donors may be somewhat easier to find. Tentative goals for '76 have been set as follows:

1. At least two hostels in each New England state

2. 100+ weeks of Elderhostel on at least 20 college campuses in New England

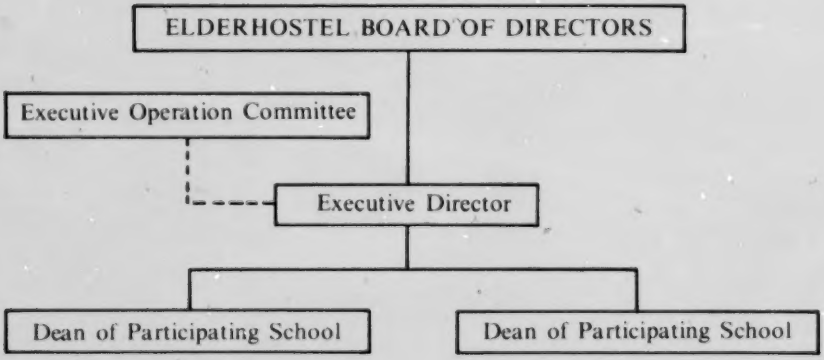
3. 3500+ resident Elderhostelers

4. Funds for awarding 400+ hostelships

5. Variation of the format to include some courses of two or more weeks, some courses requiring residence on more than one campus, wintertime college residency, combining residence and extension work for course completion, and utilization of regular college credit courses, or units of them, in the Elderhostel program.

The Administrative Structure

The initial organizing effort of proposing the basic concept to the potential institutional participants has already been done on a more or less informal basis. Enthusiastic agreement in principle has been obtained from all of the listed schools planning to participate in Elderhostel '76. It remains now to develop these informal agreements into a formal administrative structure along the lines similar to the following construct:



The members of the Board of Directors for Elderhostel are:

Mildred McAfee Horton (Chairman), former President of Wellesley College
Arthur S. Adams, Former President of American Council on Education
Frank J. Manning, Executive Director, Massachusetts Association of Older Americans, Incorporated
Paul A. Miller, President, Rochester Institute of Technology
Frederica Neville, wife of President, University of Maine, Orono
Ollie A. Randall, pioneer in the establishment and development of the Gerontological Society and the National Council on Aging
May Sarton, author and poet

Within the guidelines set by the Board of Directors, day to day direction and the development of operational policy is in the hands of the Executive Operations Committee. Its members are:

John E. Bernier, Acting Director, New England Gerontology Center
David Bianco, Director of Residential Life, University of New Hampshire
Harry P. Day, Director, New England Center for Continuing Education
Edward J. Durnall, Director, Division of Continuing Education
Martin P. Knowlton, Executive Director, Elderhostel

The voluntary consortium of five New Hampshire colleges which formed Elderhostel '75 has now become a regional effort of about 24 New England colleges planning for Elderhostel '76. As this program continues to grow, it is projected that by 1978 it will be independent of further direct external funding. Funding for 1976 will again be through Title I-HEA in each of the six New England states. In addition, several private funds have indicated an interest in providing funds for administrative costs, Elderhostelships to participants, and other direct cost items. Yet time will only tell whether this approach by institutions of higher education can combat recidivism and social alienation which impede our citizens from enjoying their elder years.

Chapter 3

ADULT CAREER INFORMATION PROJECT

Institute for Community Development and Services

Michigan State University

Winner

Recently Established Counseling and Student Services Programs

Program Name:

ADULT CAREER INFORMATION PROJECT

Name of Principal Person(s) Responsible for Entry:

Robert C. Anderson, Project Director
Edward DeVries
Nancy Gendell
William Goodrich
Ronald Riggs

Person(s) or Institution to Whom Award Would Be Made:

Institute for Community Development and Services
Continuing Education Service
Michigan State University

Source(s) of Funding:

Title I, Higher Education Act of 1965
Michigan State University
Advertisers

Cost of Program:

Approximately $120,000

Number of Participants in Program:

Approximately 2,000,000 people

Objectives of Program

1. To facilitate the gathering, interpretation and transmission of existing knowledge about occupational opportunities on a statewide basis simply and directly to the job seeker at the time such crucial life decisions are being made;
2. To supplement the occupational counseling and guidance

efforts of schools, community colleges, universities, and other agencies involved in this vitally important task; and

3. To establish a delivery system for the transmission of this occupational planning and budgetary information directly to job seekers via mass media channels.

ADULT CAREER INFORMATION PROJECT

The purpose of the Adult Career Information Project, as originally proposed, was to help adults reach their full occupational potential by helping them to plan their careers. The project was designed to extend the occupational guidance, counseling and training engaged in by the public and private educational system of Michigan by relating current and future occupational opportunities to the training and educational opportunities available.

We wanted to:

(A) Facilitate the gathering, interpretation and transmission of existing knowledge about occupational opportunities on a statewide basis simply and directly to the job seeker at the time such crucial life decisions are being made;

(B) Supplement the occupational counseling and guidance efforts of schools, community colleges, universities, and other agencies involved in this vitally important task; and

(C) Establish a delivery system for the transmission of this occupational planning and budgetary information directly to job seekers via mass media channels.

Our project resulted in the publication of *Direction: Michigan Career Opportunity Guide*.

What is *Direction?*

Direction is a 28-page tabloid-size newspaper supplement on career planning for Michigan residents. The guide has a wide range of com-

parative information on postsecondary training in Michigan. The Table of Contents includes:

Introduction
Testing Your Career Planning Knowledge
Vocational Self-Assessment
Assessing Job Trends
Women Workers
Job Profile Analysis Chart
Training—What to Consider
Levels of Training (Table I)
Types of Training
  Adult Basic Education
  Apprenticeship
  BAT Offices (Table II)
  Colleges in Michigan
  Vocational-Technical Training
  Correspondence Training
School Lists
  A. Public Community Colleges
  B. Public 4-Year Colleges
  C. Private 2-Year Colleges
  D. Private 4-Year Colleges
  E. Private Vocational Schools
  F. Public Trade Schools
  G. Nurses' Training Sites
  H. Barber Schools
  I. Cosmetology Schools
Career Planning Services
VRS Offices (Table III)
MESC Offices (Table IV)
How to Use Table V
Occupational Information Planning (Table V)
Financial Planning
Financial Aid Summary (Table VI)
Careers for Liberal Arts Majors (Table VII)
Michigan Licensed Occupations (Table VIII)
The Art of Getting a Job
Sample Resume (Table IX)
Questions/Employment Interview (Table X)
Negative Factors/Employment Interview (Table XI)

The largest single section in *Direction* is the 12-page Occupational Information Planning Table, Table V. This table contains a list of 238 representative jobs and is arranged in eight columns. For each job title the following information is provided:

Holland Code (interest classification)
Nature of Work (job description)
Level of Training (required for entry)
Employment Trends
Approximate Earnings (usually the starting wage)
Training Sites (in Michigan)
Curricula (the name of the program(s) which prepares for the occupation)

The *Direction* project was financed in part by a grant from Title I of the Higher Education Act of 1965. The guide originally appeared as a Sunday Supplement in the Detroit *Free Press,* March 30, 1975. The initial distribution was to 730,000 households. The normal printing cost for a supplement of this size is $60,000. The Institute for Community Development and Services reprinted 7,000 copies within two weeks to satisfy requests for additional copies. In August 1975, the *Free Press* reprinted *Direction* again as a Sunday supplement, this time supported primarily by advertising. In this last reprint, the *Free Press* ran a record 1,048,000 copies, enough over their circulation to provide every high school senior in Michigan with a free copy. These were distributed through the Intermediate School Districts of the state.

Genesis of the Idea

With one out of every five adults entering a new occupation each year, the need for reliable comparative career information is crucial. But the *existence* of such information is useless unless it is readily available. This information is scattered in official and unofficial publications, and is in the office files of counselors, employment offices, governmental agencies, and school placement offices. It is read mostly by academic and vocational counselors, sometimes by students and sometimes by teachers, but hardly ever by average adult job seekers. The most accessible source of occupational information they have is the classified ad section of the local newspaper—scarcely an adequate source for systematic occupational planning.

We think of a woman, for example, in her mid-30's, married shortly after high school, mother and housewife for the past 15 years, not trained for anything in particular (and even if she had been, high school training is rarely sufficient for entry into a reasonable paying job). She wants, she needs, to work. She has long been interested in law. Law school is out of the question—too long, too expensive, too chancy. All right, there is paralegal work, there are legal assistants and there are legal secretaries—all are in some way connected with the law. And she has read that the prospects for work in this area are expanding. Where can she go to find out about these occupations? A local community college, if there is one near her, would certainly have some information—particularly if it offers a course for Legal Assistant. Even if it doesn't, chances are reasonable that some other community college will and the counselor would know about that. But the counselor at the community college is not likely to know if there are any private vocational schools in the area that offer a similar program.

In fact, unless you know exactly where to look for what you want to know, chances are very good you will never find it. State employment agencies, although they offer a variety of placement services, interest inventory tests, skill tests, and vocational aptitude tests, are not the best places to go to find out about training opportunities in a state. They have so many jobs to perform and so many groups of clients that the person seeking information frequently gets short shrift indeed. This is true more than ever these days when the state employment agencies are overwhelmed with laid off workers.

So, the difficulties are great and the choices definitely limited for the woman who knows what she wants to do. But the difficulties are compounded immensely for the person who just isn't sure. Perhaps he is a man trapped in a dead-end occupation, one he has never liked particularly. Maybe he has just been laid off and this seems to be a good time to try something new. There will be a little money coming in for awhile anyway and it might be a good time to get some additional training in a new field. But what field? You can't very well go sign up for something when all you know about it is that you aren't sure you don't like it! Who will tell this man, how will he find out, that there are tests he can take to measure his aptitude for various occupations? Who can tell him, or more to the point, how can he find out, that jobs are classified by interests, also? Indeed, how can he find out just what different jobs consist of? Is it likely that he has a copy of the *Occupational Outlook Handbook*

in his living room? Is he likely to have run across the *Dictionary of Occupational Titles* with its thousands of job descriptions?

Not only is it highly unlikely that he has ever heard of these books, it is also highly unlikely that he will hear about them now, even though he is actively seeking some of the information that these publications are chock-full of. In the first place, he won't go to a high school for counseling and if he did he would probably be turned away. High school counseling offices exist for high school students. He had his chance years ago. Maybe he'll go to the community college, but maybe not. He doesn't think that he wants to go back to school. He wants some training, yes, but probably not academic training. And of course he doesn't want to go anywhere and not be able to tell the counselor what it is he wants.

These examples can be multiplied exponentially. The sad fact is that the information adults need to enter or reenter the labor market after high school exists but is buried or scattered. We felt that as much of it as possible should be gathered into one publication, and disseminated to as many people as possible. If we couldn't put everything down, and obviously we couldn't, the very least we could do would be to spell out *where* the information was available and *what kind* of information would be useful to the adult job seeker. Furthermore, all this information had to be available to each person, not bound in yet another book and hidden deep in the drawer of a vocational counselor who could select what bits to give out. A Sunday supplement to one of the state's largest newspapers seemed the ideal distribution vehicle for such comprehensive comparative information.

And so it began. The problem, then, was to provide adults, before they became unemployed or unemployable, with facts about contemporary occupational opportunities and training requirements that would enable them to prepare themselves for a satisfying occupation.

We envisioned a publication—to be mass-distributed—with as much information as possible on career planning, job classifications, job trends, levels of training required for different occupations, types of training available in Michigan, job descriptions, and wage and salary ranges. Along with this general information, we wanted to code occupations to particular training programs in the state of Michigan.

A grant from the Michigan Department of Education under Title I of the Higher Education Act of 1965 was awarded to the Institute; negotiations were completed with the Detroit *Free Press;* we were on our way.

Planning and Putting Together

Our planning was initially concerned with which sources of information we would use and what kinds of information were to be included in the publication. We decided to use Michigan Department of Education publications and sources, supplemented—where possible and necessary—by U.S. and Michigan Department of Labor publications and statistics and U.S. Bureau of Census publications. For a section on vocational self-assessment we referred to John Holland's *Making Vocational Choices: Theory of Careers* (Englewood Cliffs, N.J.: Prentice-Hall, 1973).

What Was Included?

We wanted job descriptions . . . many of them . . . and they had to be jobs that one or more of the state's 465 postsecondary training institutions prepared for. We compiled more than 400 and used just over half of that number. The job descriptions and employment outlook (job trends) were adapted from the U.S. Department of Labor's *Occupational Outlook Handbook* (OOH) and the *Dictionary of Occupational Titles, Vol. I* (DOT), supplemented by the Michigan Employment Security Commission (MESC) publications, *Michigan Job Briefs*.

We planned a section on vocational self-assessment, using John Holland's model of vocational interests. To supplement this text material, we included the Holland interest code with the job descriptions in the major table, Table V, Occupational Information Planning.

Information on levels of training required for entry and advancement in various occupations came largely from U.S. government publications, Michigan Department of Education sources, and from the handbook on Michigan licensing requirements for various occupations.

We planned a section on career planning services. This included, in Michigan, the Michigan Employment Security Commission (MESC), the Vocational Rehabilitation Service (VRS), an occupational referral system operated through the public school system, a training availability service operating regionally through some community colleges, and the state

vocational education coordinating service, as well as counseling centers in schools and colleges—some offering special counseling for special groups of people.

We wanted a section on financial planning as it relates to training costs, and we compiled a table outlining information about state and federal scholarship and loan programs.

We planned to supply some information about the mechanics of actually getting a job—how to write a resume, how to handle an employment interview.

We wanted to list and describe, at least minimally, every authorized post-secondary training facility in the state of Michigan, from private vocational schools, through apprenticeships, community colleges, adult education programs to state and private colleges, universities, and professional schools. And finally, we were determined to match the listed jobs to actual training sites. There were 465 training institutions, and each of them would be mentioned at least once in Table V which included the job descriptions.

That latter determination led us up at least one unfamiliar path. We came across one school which taught nothing but weaving and spinning. Neither trade is listed in the DOT, so we fabricated (no pun intended) a job description for "clothmaker" in order to keep our promise to ourselves.

Who Worked on the Project?

Our regular staff at the Institute was supplemented by two graduate students hired to research sources and gather information. Both were students in the School of Education, working for their doctorates in counseling. Both had had some experience with state agencies and state educational services and were ideally qualified to undertake this research.

In addition, we invited 35 people representing more than 20 different agencies and groups that would be directly affected by this project to act as advisers and critical readers of manuscript materials. We had several meetings with these people—all fruitful, some confusing, all exhausting.

The group of advisers included vocational and academic counselors, university placement office personnel, representatives from the Michigan Department of Education (several offices), Michigan Employment Security Commission (MESC), Vocational Rehabilitation Service (VRS), the Bureau of Apprentice Training (BAT), the Michigan Association of Private Colleges, the community college association, the Michigan Organization of Private Vocational Schools (MOPVS), and the Association of Cooperative Education Coordinators in the Arts and Sciences (CECAS).

Wheels within Wheels. One thing we learned early on was that all these people were eager to help with the publication. They were unanimously enthusiastic about such a venture. However, they were also, each and every one of them, certain that their own individual program or interest group was the most important and should be emphasized—at the expense of someone else's, if necessary. They were also frequently ignorant of other programs in the state which might conflict with, supplement, or even, occasionally, be identical to their own.

There is, of course, nothing very unusual about committed people being highly interested in their own work, but it is a little disheartening to discover that the commitment to a program sometimes goes deeper than the general public interest and tends to feed itself on itself.

Still, we did get valuable cooperation from these people. Publications galore came to us. Voluminous written comments on our early drafts of manuscript material threatened to engulf us. But gradually an outline and an order began to emerge from the chaos.

We Got Down to Work

We wrote job descriptions—238 of them appeared in the final version. We occasionally supplemented official DOT descriptions with industry standards from Michigan. For example, although the job description for cosmetologist is fairly general in the DOT, a cosmetologist in Michigan is licensed to perform certain tasks, and there are subcategories of cosmetology which are also licensed occupations in Michigan and have special requirements.

We listed the jobs alphabetically, after trying and discarding as too cumbersome and/or ambiguous the various job classification models used

by the Census Bureau and other agencies. We figured out and included the Holland interest classifications along with the job descriptions in Table V.

Wages and salary ranges were based on federal figures, which were, alas, a year or more out-of-date, but were the latest official figures available. In some cases we were able to modify these ranges according to more recent Michigan statistics. Job trends were also based on federal projections, supplemented by Michigan trends where available.

We linked each job listed to a particular curriculum or program at some school, often at many schools, in the state. We used state department of education publications to find out which schools offered particular programs. We also used state department of education sources for the programs of the private vocational schools, supplemented by a special MOPVS survey of its members.

Information about apprenticeship training programs came from the BAT and from the program listings of community colleges where the academic portion of apprenticeship training is carried out.

One Problem We Could Have Done Without. Among the hundreds of things we discovered about the education delivery system of our state, one thing for sure needs revision: the names that schools give to their programs! We found that the same program could be called by a bewildering array of names. We resorted to individual catalogs and occasional phone calls if we couldn't figure out whether or not a given program trained a person for a particular occupation. Uniformity in naming programs would make life a lot easier for a prospective student. This problem, by the way, should be eased, at least for the 4-year colleges, beginning this year. The state department of education now identifies programs not only by name but by number (the HEGIS—Higher Education General Information Survey—code) so that students and researchers can cross-check numbers to find out what a name means.

Back to Work

We included text material on vocational self-assessment (already referred to), and on general job trends over the next several years as projected by the U.S. Department of Labor. We researched and wrote a section on the levels of training and the kinds of schools, institutions or programs which

provided postsecondary training in Michigan. We wrote a section on women workers, since women returning to the labor force or entering it several years after high school frequently have a very hard time finding fulfulling jobs. We discussed career planning services in Michigan. We described several of the cooperative programs that exist throughout the state where people can combine training and work. And the more we researched and the more we wrote, the more tables we put together, the more there seemed to be. It became easier to understand why all this information was so scattered and fragmented.

As we began to work with the graphics people on layout and to count up column inches for pages of copy, we were faced with the necessity for drastic cuts in text material and job descriptions. The compositor operator announced, very pointedly, that print does not squeeze. We arranged to reduce photographically some of the tables and all of the addresses, and we hoped that the people of Michigan had good eyesight, and were willing to read fine print. We tightened the text material, cutting out important paragraphs time after time. We cursed advertisers for taking up space, while we blessed them for buying it. And at the last moment, even as we were beginning to paste up the final copy, a miscalculation in counting inches was discovered and we had to cut 50 more inches.

The resulting publication was crowded. It would never win an award for design, but we had included what we felt was most important and we had put together a readable publication with more comparative information on postsecondary training and occupation planning than any that had been done before in Michigan. Furthermore, it was going directly to people who could read it for themselves.

Marketing and Promotion

Once we had determined that the medium for presentation and distribution would be a stand-alone Sunday supplement, once the *Free Press* had agreed to do the supplement, their 80-person advertising staff took care of marketing and promotion.

The newspaper was supposed to sell advertising to pay for the supplement, their salespeople being supplied with a brochure for promotional purposes. In the end, though, they sold very little advertising, about one-third of the cost for the first printing of the

supplement. Because of the success of the first printing, they sold much more, approximately $40,000, for the August reprint.

Executive officers of all the schools and agencies affected by or mentioned in *Direction* were notified by us about the publication. All were sent an outline of the Table of Contents and some information about the project. In addition, advertisements were run in the *Free Press* before publication announcing the guide.

Audience

In a general way, our audience was the people of Michigan. The Detroit *Free Press* is, of course, a Detroit newspaper, but it has the largest out-state circulation of any newspaper in the state, especially on Sunday. The first printing of *Direction* reached about 730,000 households. The second time the *Free Press* ran *Direction,* in August, they ran enough additional copies to supply every high school senior in the state with a free copy. This August run of 1,048,000 copies was the largest single run in *Free Press* history.

Who Was "Direction" Written For?

Just stating how many copies were printed doesn't indicate how many people read *Direction,* nor does it indicate for whom it was especially written.

Working from the "reference group" theory, we wrote not only for three main groups of people making career choices, but also for those people who influence or advise them. Research shows that when people are making occupational decisions, they turn to their families, friends, and acquaintances for advice and guidance, so we sought to broaden the knowledge base of these reference groups. We also wrote for three major groups of people making career decisions: young adults making first-career choices and first-entry work plans, older people making first-entry or reentry work choices, and older people changing occupations and/or careers.

Young adults graduating from high school, of course, would be interested in the information contained in *Direction.* But these people, more than any other group, theoretically have access to information for career

planning through their schools. However, high school counselors often do not have sufficient information, particularly on vocational training. Thus, high school students preparing for first-entry jobs became a major audience.

Then we particularly wanted to reach people who wanted to enter or reenter the labor market after some years away. This includes, largely, women who may not have been trained in any special skill or whose high school training is now obsolete. There are special counseling centers in the state to help women returning to school or to work, but most people don't know about them. We provided this information, along with general and specific occupational planning information.

We also wanted to reach those people who have been laid off or whose jobs are evaporating due to technological advances, or who are trapped in dead-end jobs for which they needed no training, got none, and from which they can't move up or out. We wrote for those who, for whatever reason, are changing or want to change occupations.

Needless to say, writing text for first-entry job seekers, established workers, and people seeking reentry into the labor market is a formidable task. According to the feedback we got, though, we were in large measure successful.

In the first printing of *Direction* we provided a Reader Evaluation Survey Form so that readers could indicate who they were and their general reaction to the publication. Despite the massive circulation of the supplement, we didn't expect very many of these coupons to be returned—100 at the most—but we did hope that whoever answered would give us some indication of who we had reached and how successful we had been.

Much to our amazement and pleased surprise, we got back more than 200 reader reaction forms, most of them accompanied by enthusiastic letters, and 200-300 of each of the referral coupons from the back page of the guide. Over and over again readers thanked us for *Direction*. And the readers included parents and grandparents of job seekers, men and women seeking to change jobs, high school and college students who were floundering in their career plans, dropouts from school who now wanted to take some training, counselors from schools and community colleges. We had indeed reached the audience we wanted to reach. And evidently we had written material that was useful to them.

A Side Trip. With respect to the level of writing, we had some initial disagreements. We had been told by newspaper people that journalistic writing had to be fairly simple—the usual rule of thumb is "simple enough for a 12-year-old." We maintained, however, that the people who were going to read *Direction* were older than 12 years old, were seeking work or training for work and would be able to understand some fairly complicated concepts; after all, they wouldn't be reading it if they weren't interested in understanding it. At the same time, we determined to do without the jargon that so often characterizes counseling materials.

The text was written at what we considered to be high school level. Interestingly enough, we only got four adverse comments on question 2 of Reader Reaction Survey: "How would you characterize the presentation of the material in this guide? Too complicated? Generally satisfactory? Too simplified?" Two of the criticisms were from high school seniors who thought the material was too simplified and two were from vocational counselors who thought it was too complicated!

Institutional Reactions

Aside from actual job seekers, of course, we were vitally interested in the reaction to *Direction* of the institutions and agencies affected by and mentioned in the guide. We wrote to the head of each school listed in the guide, 465 of them, enclosing a copy of the publication and a set of questions so they might evaluate the guide according to their interests. Again the response was excellent and enthusiastic. As might be expected, nearly all the respondents thought that their particular school or program got less coverage than they should have, but in no case was an evaluation below average on the response scale.

Through this survey form, we were apprised of several errors in the text, particularly in the matching of curricula to jobs. There were surprisingly few errors of commission, but some of omission. In most cases, the fault lay with the department of education publications from which we took our information—they simply didn't list the programs. But that, in turn, was the fault of the schools. The department of education relies on information supplied by each school to compile their listings, and some schools had been lax in supplying the information. Partly as a result of our project, the department of education expanded its reporting system and expects more complete information to be available in the next edition of its summary of school offerings.

A similar situation existed for the private vocational schools. They, too, began a comprehensive survey of the programs of the state's private vocational and technical schools. We were the beneficiaries of the early results of that survey and were able to provide current program-to-job codes in the Occupational Information Planning Table.

Problems and Resolutions

Several problems which we ran into have already been mentioned, but coordinating masses of information was probably the main mechanical problem. Time and the organized portion of the staff took care of that. But soothing institutional egos would have to rank high on any list of problems. We discovered that proprietors of even the smallest of private vocational schools can be very prickly and very determined not to be slighted. And we discovered that university deans do not seem to think that their institutions should only be given "equal time" with, say, schools of cosmetology.

Some of the letters we received and some of the responses to the Institutional Reaction Survey indicated that we had omitted, slighted, or misrepresented certain programs. Very careful investigation of each complaint, cross-checking sources, etc., proved, however, that genuine errors were rare indeed. Frequently a program was omitted from our publication because it was so new that the school had not yet reported it and it did not appear in any official publication. Sometimes it happened that a school was offering a program not yet specifically authorized by the state. This is a common procedure for schools to follow as they seek authorization for new programs. We got caught in the cross-fire in a few of these.

Diplomatic letters and phone calls, and meticulous documentation settled these kinds of problems. Still, we were often taken aback by the vehemence of protests, largely because we hadn't realized just how seriously other people were taking *Direction*. We knew it was important, but we just hadn't figured other people would, too.

The only other major problem we encountered was the very one we had set out to overcome—the organization of quantities of randomly scattered information. We were and are impressed by the breadth and

depth of Michigan's postsecondary schools and training facilities, but we were and are appalled at the lack of coordination in the delivery system.

Everything you ever wanted to know about career planning and training, but coudn't find out, is there . . . and there . . . and over there . . . and in the next office.

A Non-Problem. Our layout and paste-up operations went very smoothly, despite the fact that we had to take out what seemed tc be hundreds of column-inches of text, because we worked with our own university graphics people. We sent camera ready boards to the *Free Press* with printing specifications on them, and consequently had no long-distance hassles over copy, layout, or space allocations. We mention this "non-problem" especially because authors rarely have any control over copy once it gets to the layout and paste-up stage. We did and it was most gratifying.

Evaluation

We mentioned earlier in this report the reader evaluations and the institutional evaluations. Aside from these uniformly favorable reactions, we have had commendations from the state department of education and from the various agencies and associations affected by the guide.

This was not a research project, rather it was a large-scale occupational information dissemination project. We did not attempt extensive scientific evaluation, but determined to seek user reactions to and evaluations of our efforts. These came to us in many ways: written responses to the Reader Reaction Survey, returns of the referral coupons in the first publication of the guide, letters and phone calls from all over Michigan, the United States and even from armed services personnel overseas, and the detailed evaluation survey of every educational institution listed in the guide. The unsolicited letters we got—well over 150 of them—from readers, the almost instantaneous sale of our reprint of 7,000 copies, and the continuing request for copies constitute our best evaluation.

We are currently responding to requests to up-date the project and are planning to prepare and publish a 1976 edition of *Direction* in the *Free Press.* Our first efforts were made possible by a Title I HEA grant. We

believe the project has demonstrated its worth to the point where the second edition will be almost self-sustaining.

Project Staff

The Adult Career Information Project was directed by Robert C. Anderson, Assistant Director of the Institute for Community Development and Services. *Direction: Michigan Career Opportunity Guide* was researched and written by Dr. Anderson, Edward DeVries, Nancy Gendell, William Goodrich and Ronald Riggs. This report was written by Nancy Gendell and Robert C. Anderson.

LOCAL GOVERNMENT SERVICE PROGRAM

Ferris State College, Big Rapids, Michigan

Special Recognition

Untested Ideas

Program Name:

LOCAL GOVERNMENT SERVICE PROGRAM

Name of Principal Person(s) Responsible for Entry:

Bruce W. Jacobs, Director, Continuing Education

Person(s) or Institution to Whom Award Would Be Made:

Ferris State College, Big Rapids, Michigan

Source(s) of Funding:

Title I of the Higher Education Act of 1965
(P.L. 89-329), as amended

Cost of Program:

Federal funds—$26,198
Local funds—$50,431

Number of Participants in Program:

Direct participants— 400 local units of government and their personnel
Indirect participants—Population of 450,000

Objectives of Program:

1. To assist in the identification and comprehensive analyses of specific community problems.
2. To provide specialized and technical facilities, information, services, research activities, and professional assistance that may be needed by units of local government to establish programs directed towards solution of community problems.
3. To conduct training and educational programs for local government personnel designed to increase their effectiveness and efficiency in their individual areas of responsibility.

4. To train the skilled personnel needed in governmental programs through the academic programs in the colleges.

5. To assist the public in developing a sensitivity to aid recognition of community problems.

6. To engage in public education and information programs to create among the public a better understanding of community problems.

LOCAL GOVERNMENT SERVICE PROGRAM

Introduction

For local government officials from 29 counties in northern lower Michigan (see Figure 1), the word "assistance" has taken on a new meaning with seven digits. The digits are the telephone numbers of seven state and community colleges which, through the Local Government Service Program, provide expert assistance to units of local government in areas ranging from personnel administration for public health officials to juvenile court employee career development to the training of volunteer firefighters.

Unlike other "assistance" programs which often blur behind representative acronyms, L.G.S.P. and the persons who cooperate to deliver the services are available shortly after one of the seven participating colleges receives a phone call asking for assistance.

Statement of Community Problem

Currently, units of local government are being faced with community problems of an increasingly complex and technical nature. Such problems arise out of population increases and movements, changes in land use, and technological developments. Unemployment, poverty, racial conflicts, pollution, waste disposal, and inadequate housing are matters of growing concern.

Particularly in rural areas, local units of government seldom have sufficient resources, facilities, or informed personnel to cope with these problems. Thus, the program has been geared to this area in particular. The population of the counties in the service area ranges from a high of 39,000 to a low of 5,000, which indicates these counties rank among the lowest populated in the state of Michigan.

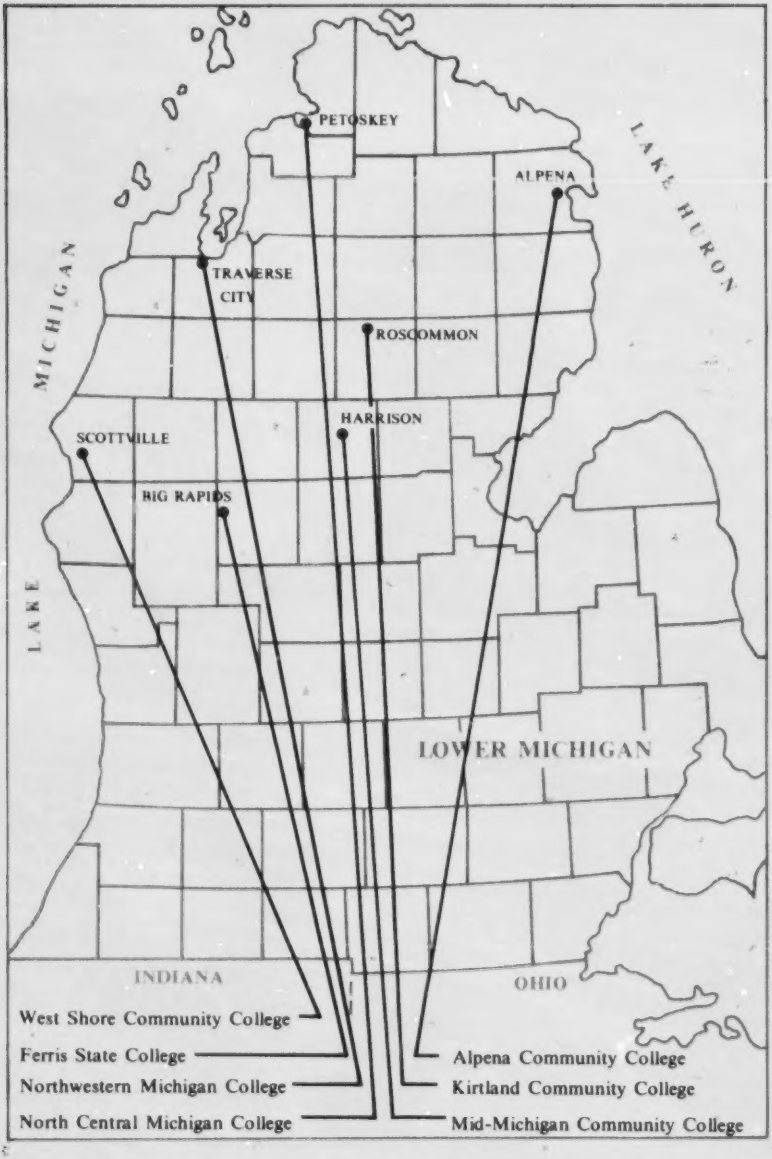


Figure 1. The location of the consortium six community colleges and the service area for the local government services center.

It has historically been difficult to solve the above problems, because local government officials seek office and often are selected for reasons other than their knowledge and understanding of problems requiring complicated, technical solutions. Likewise, small units of government are limited in the number of trained people who are available for appointment to administrative positions.

Further difficulty in the solution of such problems arises from a lack of understanding or familiarity with the problems on the part of the public and local government personnel. In many instances there is little awareness that government should be concerned with such problems.

A frequent characteristic of local units of government, particularly in rural areas, is that they are staffed by personnel who, although sincere and well-intentioned, are in need of advice, consultation, information, and facilities which are not available within their own organization.

A college or university, within its service area, can provide the technical and professional assistance which is needed to adequately deal with the economic, social, and technical problems with which local government must be concerned.

Creation of the Local Government Service Center

The idea was born in December 1971, when a group of local government officials met with Ferris State College faculty to discuss the magnitude, scope, and complexity of the local government problems and the resources available to solve them. There was general agreement that in the smaller communities the assistance and resources needed to solve the individual local government problems were seriously limited. Some of the problems mentioned by the local government officials included solid waste disposal, pollution problems, management development needs, upgrading training for employees, and personnel problems including pension plans and refresher schooling for officials. Some of the other problems mentioned might be classified as follows:

Operational Problems

- Induction and orientation of newly-elected public officials
- Development of appropriate personnel policies and procedures for public offices

- Acquisition and utilization of government surplus equipment
- Methods of modification of the local tax structure
- Performance evaluation of employees and officials

Community Development Problems and Protective Programs

- Development of a system for identification and solution of environmental pollution problems including the processing problems of solid waste disposal
- Structuring an effective governmental public relations program
- Designing law enforcement training programs
  a. To upgrade the qualifications of the local police officer(s)
  b. To examine the law enforcement problems of the local communities
- Methods of expanding the local government tax base
- Federal programs and funds available to augment local government efforts to solve local problems
- Development of zoning laws and the procedures for enforcing the laws
- Techniques for conducting a successful bonding campaign
- Local commercial transportation and its effect on community development
- The organization of community resources in support of health and social programs for the citizens of the local community
- Long range facilities planning for local communities
- State licensing procedures and requirements as they relate to the local community, i.e., liquor licenses, restaurant licenses, hunting and fishing licenses, etc.
- Fire protection programs and systems

Area Problems

- Methods of organizing governmental units to solve problems that extend beyond the legal boundaries of one or more governmental units
- Relationships with adjoining governmental units that are mutually beneficial
- State support and the resources available to resolve local governm problems that affect areas outside the local government are

The foregoing list of problems and potential programs is obviously incomplete but indicates some of the types of problems that were of concern to this potential community service agency.

As a result of the meeting, Ferris State College, located in Big Rapids, Michigan, approached a consortium of six community colleges in the northern Lower Peninsula of the state and solicited their support in providing the much-needed assistance to the local governments of their respective areas. Alpena Community College in Alpena, Kirtland Community College at Roscommon, Mid-Michigan Community College in Harrison, North Central Michigan College at Petoskey, Northwestern Michigan College in Traverse City, and West Shore Community College in Scottville agreed to engage in this type of comprehensive services program.

After several organizational meetings with the college presidents and deans of continuing education, the program began operations in August 1973 with a full-time director and secretary. A representative from each of the community colleges was appointed to serve as the liaison person between their respective college and Ferris State College. At the same time advisory committees were established, being composed of college representatives and local government officials so as to keep the Center abreast of the current problems faced by local government officials and keep the government officials aware of the capabilities the colleges had for solving these problems.

The program was designed so any government official who needs help with a problem merely telephones the college coordinator nearest his home, gives his name, title, and the nature of the problem. For the governmental official this begins the wheels turning without having to write letters and wait for replies, and with no long hours of search or study. The local college coordinator, upon receiving the call, utilizes the L.G.S.C.

and its resources of college personnel, libraries, computers, and communication equipment. If the information is not readily available through college staffs, a call is made by the Center to a state agency to secure the information necessary to solve the problem. Within a few hours the governmental officials have the answers they have requested. The problems range in areas from procedures used in hiring a village policeman to assistance with central sewage systems.

To further keep planning on a continuous basis, the liaison committee members from each community college and Ferris meet monthly to discuss the Center's successes, problems, and new programming ideas. The discussions at these monthly meetings entail such topics as current legislation that affects units of local government, new certification requirements, and how and when the next seminar shall be conducted. Shall the seminar be conducted for one community college area, for two or more community college areas, or shall it respond to a general identified need of the entire geographic region?

Once the project became operational, several problems became apparent. How was the program going to cover such a vast area in both geography and the type of audiences served? How was the Center going to get the consortium to operate in full partnership?

The Center began tackling the problems first by tabulating mailing addresses of all elected, appointed, and employed public officials who serve townships, villages, cities, counties, and school districts in the 29 counties. This list when completed included over 45 different responsibility classification types from township supervisors to presidents of boards of education.

A descriptive folder was developed that told of the Local Government Service Center and how easily officials could find answers to many of their community problems without wading through the typical bureaucratic red tape. In just a few months, government officials found out that the college near their own community could be utilized in solving community problems.

As a means of continuous communications with the various units of local government, the Center sends out a quarterly report telling them of the typical types of problems encountered and solved during the previous three months. These are listed from some of the easiest to the most complex. Also listed are the seminars and workshops conducted, along

with up-coming events in their regions. This type of communication has met with success as can be attested to by the number of increased calls that are received.

Community college liaison members meet frequently with units of local government in the areas that are served by their college. The Center has received broad coverage of its operation on television and after we met with initial successes, local officials have shared our program operation with each other. Besides the units of government served, nearly all state departments are looking for the L.G.S.C.'s college resources to serve Northern Michigan in solving many of their identified problems.

The primary audiences the Center works with are those representing elected, appointed, and employed public officials in townships, villages, cities, counties, and school districts. The Center has met with township boards of trustees in assisting them with their zoning ordinances, met with village and city councils with planning problems as well as sewage treatment facilities problems, provided a much needed seminar for counties in management of sanitary landfills, and have provided school district bus drivers a workshop on their roles in the educational process.

Accomplishments

Since its inception, the Center's list of accomplishments has taken on a wide diversification of approaches to solving the requests presented it. The aim is to bring the problem and answer together in the most efficient and effective way possible. This might call for establishing workshops, seminars, or conferences; utilizing the personnel and facilities of the consortium colleges; citing the law regarding a certain question; placing a telephone call to a senator or representative requesting some type of action to be taken; providing demographic data to units of local government; setting up consultation sessions with local government officials and appropriate faculty of the various consortium colleges and/or state agencies; producing videotapes on certain popular issues to be used throughout the entire state; placing telephone calls to both federal and state agencies of a wide nature to obtain answers to questions more expeditiously than if the local unit of government was to do it; making available cassette tapes as a training method to allow wider utilization of the Center's capabilities; and numerous other techniques.

Faculty members have not been the only human resource utilized in order to meet the increasing number of identified problems within the region. As a part of experiential learning, students have assisted in several ways. The students of Ferris State College in the Public Administration program have conducted several opinion surveys for government officials; students in the Environmental Qualities program have conducted a comprehensive research study for a city on property adjoining the Muskegon River they wish to turn into a quiet park area in its natural habitat; the same program is doing water quality studies for a village and a weed control study of a lake in a nearby county. The students in the Marketing program were utilized to do a comprehensive study in a city to determine the adequacy of parking facilities for both existing and potential business activities in the downtown area.

Following is a more explicit sampling of the Center's accomplishments.

Administration and Supervision of Merit Personnel Policies

The Michigan Department of Public Health and Michigan Department of Civil Service realized a need for awareness by public health administrators of the federal merit personnel policy requirements. At this point, the Local Government Service Center was asked to develop an appropriate career development program to meet this need. The resulting program was designed to help first-line supervisors in public health departments in the selection and orientation of employees, in the development of work standards and performance evaluations, in employee relations and supervisory skills, and laws regarding cultural awareness (affirmative action).

Juvenile Court Training Seminars

The Local Government Service Center through the cooperation of the Michigan Supreme Court, presented a series of six one-day sessions for juvenile court officers of the 30 counties in northern lower Michigan. The immediate objectives of this project were to provide a coordinated statewide in-service training program for juvenile court staff on a regional basis; to provide for continuing training of such staff at both the undergraduate and continuing in-service level; and to provide a format for study and development of more adequate juvenile court effectiveness. Presently, the Center is entering into its second year of conducting these seminars.

Uniform Accounting Procedures

In order that uniform accounting procedures be used throughout the state by cities, villages, townships, counties (for treasurers, clerks, and bookkeepers), the Local Government Service Center is conducting a Michigan Governmental Bookkeeping course at several educational institutions in the consortium. Because of such courses being taught, several present-day record-keeping questions and problems faced by local government officials will be eliminated and a smoother running operation will result because of its uniformity.

Short-Term Investment of Local Government Funds

The possibilities of increasing the rate of return on short-term investments by branches of local government are vast. To help unfold several of these possibilities in a most helpful manner, the Local Government Service Center held two conferences on short-term investment of governmental funds. The basic conference included discussions on accounting mechanics and the legal aspects, and how-to-do-it sessions on cash-flow analysis and investment mechanics. The advanced conference dealt with such things as bank availability of funds, cash management and availability of funds, advanced investment methods, and bank relations. The participants of both conferences included school personnel, county treasurers, county road commissioners, city financial persons, and township treasurers.

The Michigan Press Reading Service released the following testimonial from a city treasurer who attended this type of conference.

City Earns $71,000 on Short-Termers, City Treasurer Says

By JIM HERMAN

Treasurer Mrs. Leona Reissener is busy making money for the city of Petoskey. Since April, when she attended a series of seminars at Ferris State College, Mrs. Reissener has acted as the city's "investment broker," shuttling unused funds into short-term, high interest-yielding certificates at local banks. The results have been amazing.

Thus far in 1974, the city has earned $71,000 in interest. Mrs. Reissener said if interest rates remain at nine percent or above for the rest of the year the interest income to the city will climb to $107,000. It would take a 2.5 mill levy to raise that amount.

Mrs. Reissener's system takes concentration and awareness. "In the past," she said, "we made investments on a yearly basis, using only the reserves from the electric fund. When I went to the seminar at Ferris, they explained the advantages of using short term investments of over $100,000. . . . It takes time, but I feel it's worth it for the amount of money we receive." . . .

The treasurer said the city received about $54,000 in interest in 1973 from a one-year certificate of deposit. In 1974, on the monthly program, that will double.

This program is ongoing and is being expanded to the entire Upper Peninsula of Michigan.

Solid Waste Management Conference

Providing services is one of today's greatest challenges for local government officials, especially in the area of environmental quality programs. There is a sharply increasing demand and need for such things as sanitary landfills, refuse transporting facilities, collection centers for junk vehicles, and refuse processing plants. All are concerns of the general area called Solid Waste Management.

The Center in cooperation with the Department of Natural Resources, Michigan Association of Counties, and Michigan Townships Association conducted a conference to acquaint local government officials of northern Michigan with some of the important principles of Solid Waste Management. Areas covered included: State regulations (Act 87, of the Public Acts of 1965); steps to be followed in making out application for approval of a landfill site; selecting sanitary landfill sites; financing, operating and managing a landfill; collecting and disposal equipment; storage, collection, and disposal options. A wide cross-section of persons were in attendance—lay people to environmental consultants.

Michigan Public School Employees' Retirement Conference

The Center, in collaboration with the Michigan Public School Employees Retirement System, provided Mecosta-Osceola Public School employees with information regarding the retirement benefits available to them through Michigan's retirement system. This included interpretation of the recently passed House Bill No. 5888 and allowed each person in atten-

dance to go through a work-sheet exercise to determine the content of his retirement plan. In conjunction with the conference, the Center produced a one-half hour videotape in a "Meet the Press" format which answers the 30 most frequently asked questions regarding Michigan's retirement system. A sufficient number of copies were made so that all school districts and colleges can avail themselves of this service.

Secretarial Workshops

A workshop on secretarial skills was provided for all secretaries working for the largest school district in the Center's service area.

A workshop was held for secretaries of all community school directors of Northern Michigan through the Alma College Community School Development Center. The community school directors employing these secretaries were also provided a workshop on how to effectively utilize a secretarial staff.

Michigan School Food Service Association Conference

Resources were provided for this association's conference recently held at three locations throughout the state. The topic was personnel relations and motivation.

Metric System Lectures

The Center was instrumental in obtaining a person from the National Bureau of Standards and Measurements to give various lectures on the subject of the Metric System—its effect nationally and internationally, the timetable for the conversion process, and educational methods that can be used to make the conversion as simple as possible. This series of lectures was open to students, faculty, industrial personnel, government officials, and townspeople.

Other Accomplishments

In addition to the structured, more formal educational programs outlined above, the L.G.S.C. provided informational, educational, and technical services on a daily basis in response to individuals from local offices. Often these offices just do not know where to go to get the information or

help they need, and the L.G.S.C. serves as a linking mechanism to state and federal agencies. The technical services provided were too numerous and varied to be fully documented here, but a sampling includes:

Provided consultant services to a watershed council to assist nonreparian property owners with an academic understanding of the Natural Rivers Act.

Explained in detail the many state and federal grant programs available to units of local government.

Provided a township with methods that have been successful in communities for eliminating the showing of X-rated movies.

Provided catalytic forces in the pursuance of bicycle paths in Mecosta County.

Met with the field staff and director of the Upper Great Lakes Planning Commission.

Developed a workshop for nonprofit boards regarding their legal, moral, and financial responsibilities.

Met with Muskegon County officials in discussion of potential training programs.

Met with Mecosta County Commissioners and the Comprehensive Employment Training Act regional staff on Ferris being a sponsor.

Agreed to provide six one-half day seminars on supervisory skill for Oakland County employees.

Agreed to develop a package (slide-tape kit) on orientation and training for county employees in Oakland County.

Are developing for the Ogemaw Heights School District a unique in-service training program for school bus drivers, "The bus driver in the educational process."

Discussed with the Michigan Supreme Court and now writing a grant proposal for training school administrators in school law using the court's interpretation of the law.

Worked with two planning agencies in funding sources in a marina expansion project.

Met with a village council and discussed joint fire departments and the hiring of a manager.

Worked with a watershed zoning district.

Provided information to a citizens committee about funding sources and problems related to building a community swimming pool.

Assisted a Chamber of Commerce with a recreation park site.

Assisted a community in creating a planning commission.

Assisted in the developmental stages of providing police protection in a village.

Assisted a community with information needed on a federal sewage grant.

Assisted a community with procedures in filing and maintaining zoning ordinances.

Located a low-cost fire engine for a village.

Assisted a township on procedures used to sell public land.

Worked with a multi-county region with their problems of human service deliveries.

Assisted a community with procedures on mailing and collecting property taxes.

Provided a township treasurer with information regarding investment procedures usually followed by township boards.

Provided a variety of addresses and demographic data to numerous units of local government.

While the consortium colleges evaluate components (seminars, workshops, etc.) of the Center's operation through formal evaluation, which by the way have ranked excellent in nearly all instances, a formal evaluation of the total operation of the Center has not been completed. However, informal evaluations take place on a daily basis in tabulating the number of contacts that constituents have made to the Center, the number of times a local government official calls the second time or more. In addition to the long-term problem solving projects the L.G.S.C. gives "spur of the moment" telephone assistance to an average of four to eight callers per day. This number does not include contacts made with other local coordinators. On a monthly basis the liaison committee members evaluate the project during their monthly meeting and discuss the direction the Center should take in the future.

The L.G.S.C. is community service in continuing education where it really counts—at the grass roots level in response to specific expressed needs. This exemplifies what can happen when community colleges and a four-year institution collaborate to serve the mutual constituencies in a large service area. Hopefully, Michigan's L.G.S.C. will serve as an example for other state programs.

Chapter 5

WORKING TOGETHER FOR FEMALE OFFENDERS

University of Missouri, Columbia

Winner

Open—Includes Combinations of Other Categories

Program Name:

WORKING TOGETHER FOR FEMALE OFFENDERS

Name of Principal Person(s) Responsible for Entry:

Marian M. Ohman

Person(s) or Institution to Whom Award Would Be Made:

University of Missouri, Columbia

Source(s) of Funding:

A contribution by the Missouri Division of Corrections, Missouri Council on Criminal Justice (U.S. Department of Justice, Law Enforcement Assistance Administration) of $2,945.09 funded the Missouri Congress on the Female Offender held in November. Administrative, faculty, field staff, volunteer time, etc., is impossible to calculate.

Number of Participants in Program:

125 female inmates
More than 200 concerned citizens

Objectives of Program:

One of the least understood and most mismanaged disruptive forces in America today is the female who commits a crime. Notorious criminal actions perpetrated by women have recently attracted national press and media. But what of the more typical female offender serving time in state prisons? Throughout the United States imprisoned females endure deplorable and discriminatory practices.

Through the cooperation of the University of Missouri, Columbia campus, and the Mid-Missouri Program Planning Area, a group of concerned citizens focused attention on female offenders and initiated an inquiry about their current status within Missouri's penal system. An ad hoc committee asked pointed questions about state appropriations, vocational training, family counseling, health care, legal aid, recreational activity, rates of recidivism, etc. Meeting with Mis-

souri Department of Corrections officials this committee urged immediate alleviation of the most critical problems, encouraged corrections staff to take advantage of existing services for inmates which they were not using, and stressed equality in appropriations, facilities, and services for female offenders. Aided by a prodding press, inquiring radio, and cooperative corrections personnel, many forces focused on this acute problem.

Through the University of Missouri Extension various academic departments (such as sociology, community health, social work, educational psychology, home economics, vocational education, physical education, etc.) were extended to offer assistance in developing an appropriate and meaningful approach to the educational needs of female offenders. Volunteer, professional, and academic forces joined together not only to offer services, but also to bring pressure to bear in order to secure equal consideration for women within the correctional system.

As a result of our efforts during the past year, Stephens College has been scheduled to take their University Without Walls program into the Women's Correctional Center at Tipton in early February. Thirteen women have been accepted to work toward an A.A. or B.A. When necessary, the University of Missouri will assist them with courses for credit through Extension or by independent study to complete degree requirements.

The University of Missouri, Columbia directed the jointly sponsored Missouri Congress for Female Offenders held in November 1975. More than 200 persons attended, including female inmates from correctional institutions. The purpose of the Congress was to bring together agencies, institutions, and volunteers to consider the problems of incarcerated women and explore possible solutions. During the Congress the ad hoc committee was replaced by the Missouri Coordinating Council for Female Offenders. The Congress was broadened with statewide representation and included representatives of many diverse institutions, interests, and skills. The purpose of the Council will be to serve as an advisory council, assist the Department of Corrections in their women's program, identify resources, and to act as a pressure group when necessary to insure equal consideration for female offenders in the state of Missouri.

WORKING TOGETHER FOR FEMALE OFFENDERS

Missouri has only one correctional center for adult female offenders, the State Correctional Center for Women at Tipton, Missouri. This is an account of an extraordinary effort made by a group of deeply concerned people who came together under the leadership of the University of Missouri Extension to discuss the contemporary problems of incarcerated women in our state. Our purpose was to identify the resources available to the Department of Corrections which would assist them in providing women confined to the Correctional Center at Tipton with educational opportunities, vocational training, health programs, legal aid, recreational plans, volunteer assistance, etc., and to consider solutions and alternatives for problems related to imprisoned females.

What follows is a commentary describing events which occurred in 1975 when we focused attention upon the critical issue of female offenders in Missouri.

Extension efforts from various departments of the University of Missouri had long attempted to provide services to the Correctional Center, but had repeatedly encountered frustration or failure. Representatives from the University of Missouri Extension met with George M. Camp, Deputy Director of the Division of Social Services, and described the situation from their perspective. Dr. Camp encouraged formation of an ad hoc committee to meet with correctional officials in order to consider the needs of the female offenders and discuss possible solutions to some of the problems. Months of preliminary meetings, research, planning and organizational efforts culminated in the first Missouri Congress on the Female Offender held in November 1975.

Stephens College, an outstanding and innovative women's educational center located in Columbia, had likewise attempted to provide educational and recreational services to the Center at Tipton with little success. They joined our effort.

The ad hoc committee numbered 20, primarily chosen from the central Missouri area for the sake of convenience. Included were: a registered nurse; a professor of Social Work; a dean of Stephens College; the Assistant Provost of Academic Affairs, UMC; representatives of B&PW, AAUW, Altrusa, and YMCA; the president of Project Equality; the chairperson of the Missouri Commission on the Status of Women; a Continuing Education specialist; a rural sociologist; volunteers who customarily visited the prison; an employee of the Missouri Division of Employment Security; and several graduate students in related fields.

As an ad hoc committee we encouraged a single united effort rather than the fragmented, ineffective attempts of the past. We requested that inmates be represented at our meetings and an inmates council was formed. Several inmates attended the final meetings of the committee. We requested that they be permitted input and provided a form (Appendix A) to be completed after they had an opportunity to confer with other residents at Tipton.

A report with recommendations and a list of available services to the prison was submitted to the Department of Corrections. (See Appendix B.)

The *St. Louis Post Dispatch* reported on November 17, 1975, that, "Women have become involved in serious crimes in far greater numbers than ever . . . Arrests of women since 1960 increased 108.8 percent; arrests of males in the same period rose 23.7 percent." Connie Bruck also using statistics from the FBI's Uniform Crime Report wrote in "Women against the Law," *Human Behavior,* December, 1975, ". . . the number of women arrested for serious crimes has risen sharply between 1960 and 1973, their arrest rate (277.9 percent) increasing three times as fast as men." *U.S. News and World Report,* December 22, 1975, noted that crimes by women from 1964-74 nearly doubled. Syndicated columnist Jo Franklin reported in October, 1975, "The criminal justice system has remained steadfast in its ignorance of the subject [female offenders]. While the FBI statistics showed a 246 percent increase of crimes committed by women between 1960-1972, we find the famous President's Commission on Law Enforcement and Administration of Justice never bothered to include one paragraph or statistic on the woman offender, either in its massive volume or nine supplementary Task Force Reports. It is not only astounding, it is irresponsible—particularly in its repercussions." Although the statistics appear confusing, the trend is unmistakable and frightening.

Who is the female offender? Is she old or young? Married or single? Children? How many? Is she bright or slow? Educated? Dark or light skinned? What is her socioeconomic background? Are there psychological patterns? What is criminal behavior for females? What happened to cause her to commit a crime? What was her crime? Against whom? Is she hostile? Is she a recidivist?

Where is she incarcerated? In an urban or rural location? In a solitary cell? Double occupancy? Triple? Dormitory living? What alternatives are there to incarceration? Is the institution integrated?

What does she do while in prison? What skills is she acquiring? Can she read? What level? Arithmetic? Does she have special aptitudes? What are her needs?

One of the problems appeared to be the remote, rural location of the correctional center which placed women far from their families. Inmates from large, urban environments found difficulty relating to staff drawn from the surrounding farms and small towns near the institution. Access to many available services was hindered by problems of transportation and time allotment.

Inadequate funding is frequently cited as the primary reason for failing to provide adequate facilities, services, or rehabilitation programs for female offenders throughout the United States. "There are so few of them, compared to the men," is a common excuse. In Missouri there has been overt discrimination in funds, facilities, educational offerings, health care, and vocational opportunities.

In addition to the problems of low budget, inadequate facilities and opportunities, there is rising evidence that psychological problems arise in overcrowded situations. The influence of space relationships upon human behavior is a little-studied area, but urban planners, architects, psychologists, and sociologists are now devoting attention to research on the effects of crowded environments.

Space, and the use of space, was a heated discussion issue at one of our meetings, as we searched for the causes of ineffectiveness or failure in program efforts. Some maintained that because of inadequate space *no* program could be accomplished. Others, equally adamant, proclaimed that an effective prison could be established in a "barn." Controversy existed both among correction officials and ad hoc committee members.

A Space Analysis schedule from the Center at Tipton described the existing operational system. (See Appendix C.)

In response to requests for a description of the existing educational programs provided inmates, Superintendent Atkins prepared a report on "Educational Offerings." (See Appendix D.) The effectiveness of some of the programs was challenged by both committee members and inmates. A few activities were believed to be nominal.

On September 18, 1975, representatives from the University of Missouri Extension and Stephens College met with the superintendent of the Center, Carolyn Atkins, the recently appointed Supervisor of Education, correction officials, and a representative from the Law Enforcement Assistance Administration in the office of the Director of Corrections in Jefferson City, to discuss possible forthcoming projects. Upon her return to the Center at Tipton, Mrs. Atkins was seriously beaten and repeatedly stabbed by an escapee from the Center.

Shock, despair and depression characterized the mood for the following weeks. Security and order were primary concerns. Accusations received wide press coverage.

This stunning tragedy immediately curtailed our activity and we were faced with newly appointed personnel, totally uninformed about our project. The transmission of authority created new problems. Summaries of months of planning and program concepts had to be told and retold, seeking support from new correction officials.

The Missouri Congress on the Female Offender had been planned long before the stabbing. It now seemed even more urgent. At the final meeting of our ad hoc committee we reviewed the plans and discussed the possible opening of educational programs. A recommendation that the ad hoc committee be replaced with a permanent council for coordinating activities was enthusiastically endorsed. (See Appendix E for minutes from the meeting.)

The Tipton crisis was reported in a two-part article for the *St. Louis Post Dispatch* by a featured columnist, Jake McCarthy. The stabbing incident was reviewed and the situation at Tipton described.

Vocational training programs of cosmetology, food service, laundry operations, and business training were disrupted, but our committee had

already expressed serious reservations about the worth of these training exercises.

Original plans for the Congress included the participation of all eligible inmates who desired to attend and their special needs had been considered when seminars were planned. Although we received no response to the questionnaire submitted to the inmates requesting input, we asked: What are her legal problems? Health needs? Social needs? Educational requirements? Employment opportunities? How do her values differ from other women? Newspaper articles reported areas of concern which also guided our choices. We looked for answers to these questions during our sessions at the Congress.

Who looked? Department of Correction officials, staff from state correctional centers, representatives from academic institutions, sociologists, penologists, social workers, home economists, educators, psychologists, physical education directors, incarcerated women, ex-offenders, directors of half-way houses, probation and parole officers, sheriffs, judges, jail wardens, legislators, volunteer agencies, representatives from churches, administrators, lawyers, nurses, etc.

A copy of the final report of the Missouri Congress on the Female Offender was sent to each of the nearly 200 people who attended. Workshop and seminar leaders had been asked to submit reports on each session. These were included in the final report. Evaluation questionnaire responses were recorded and offered for all to share. Frequent requests from the participants for names, addresses, and organization affiliation indicated that these too should be available. Members of the newly organized Missouri Coordinating Council for the Female Offender were identified and the purpose of the organization defined.

A group of inmates requested permission to hold a caucus in order to prepare a paper identifying their needs and present recommendations. Permission was granted and a private room provided. (See Appendix F.)

The experience at the Congress was so meaningful to the inmates that they asked correction officials to extend their time permitted in Columbia in order that they might attend the banquet and hear Dr. Ruth Glick, the featured speaker, report on her recent study of women's correctional centers in 13 states. Permission was granted.

Although the immediate problems of female offenders seemed monumental, we carried additional burdens. Corrections carry a low priority in our state government—Missouri ranks third from the bottom in appropriations for corrections. There exists a latent distrust between government officials, administrators and staff, and the academic communities. Those with working experience frequently scoff at theorists and resent intrusion upon their turf. Eastern black women meeting midwestern black women anticipated greater similarity and understanding than actually existed. White upper and middle classes attempting to help were accused by the blacks of being patronizing. Rural/urban values were in conflict, sex and race prejudices were apparent . . . the list seemed endless.

In Missouri, we have not yet decided what is the purpose of incarceration, other than the obvious removal of a person from society. If the purpose of imprisonment is to punish, what is just punishment? If the purpose is to rehabilitate or reform, what is the approach? Too often our programs reflect the philosophy or personality of an individual filling a position rather than a position contributing to a meaningful goal, carefully planned.

We made no pretense of finding quick solutions to problems of such magnitude, but we came together to discuss possibilities. Polite "tea time" conversation did not prevail for this problem is charged with intense emotion. Tempers flared and sometimes harsh words tumbled forth. We were willing to work together to bring our resources, knowledge, experience, and compassion to bear on the growing problems of the female offenders in our society.

As a result of our efforts Stephens College has been scheduled to take their University Without Walls program into the Center at Tipton in early February. Thirteen women have been accepted to work toward an A.A. or B.A. The University of Missouri Extension will assist them with courses for credit through Extension at the Center or by independent study when necessary to supplement coursework in order to fulfill requirements.

The newly formed Missouri Coordinating Council for the Female Offender will continue the work begun by the ad hoc committee. For this Council we deliberately sought statewide representation and the inclusion of many diverse organizations and agencies. Our purpose will be to serve as an advisory council, to assist the Department of Corrections in

their efforts, to identify resources, to serve as a pressure group when necessary in order to insure equal consideration for female offenders, and to act on behalf of incarcerated and paroled women in the state of Missouri.

INMATE INPUT FORM PREPARED BY AD HOC COMMITTEE

To the Inmates and Staff at the State Correctional Center for Women

Recently representatives from the University of Missouri Extension, University of Missouri-Columbia, Stephens College, and a group of concerned citizens with a broad range of interests have been meeting with State Correctional officials from Jefferson City, inmates and staff from the Corrections Center at Tipton to discuss the needs of your institution with Mrs. Carolyn Atkins. Mrs. Atkins has done a fine job of bringing new opportunities to the institution but she needs additional resources before additional programs can be offered. We hope to bring assistance from our educational institutions, public organizations and individuals who express interest and concern. We hope to assist Mrs. Atkins in extending present programs and beginning some new ones.

We are focusing upon five divisions which include:

1. Testing and Counseling
2. Education—all levels
3. Health
4. Physical Fitness
5. Self Improvement

In the space below we hope that you will offer suggestions about what you consider to be the most important needs of the institution and the knowledge or skills that you believe are most important to you personally. After we receive your suggestions we will provide you with more detailed information about the programs which will be coming to you in the near future.

Appendix B

AD HOC COMMITTEE REPORT SUBMITTED TO THE DEPARTMENT OF CORRECTIONS

A Report from the Ad Hoc Committee Which Was Called at the Request of George M. Camp, Deputy Director, Division of Social Services, to Consider the Needs of the State Correctional Center for Women at Tipton

After three recent meetings of the Ad Hoc Committee it seemed appropriate to review and synthesize the findings and recommendations of this group. In addition, this report will present a summary of recommendations as coordinated by the University of Missouri Extension, UMC Extension Division, and Stephens College, University Without Walls.

During the first meeting, June 13, 1975, held at Whitten Hall in Columbia, efforts were made to identify educational needs of female offenders. We decided that before this goal could be reached it would be necessary to know:

1. [illegible]ational level of the inmates
2. Description and number of present programs
3. Number of inmates with reading comprehension problems and number of inmates who are nonreaders
4. Description of present space and equipment
5. Vocational training programs and employment opportunities utilizing these skills
6. Transportation facilities
7. Counseling services available (social workers, psychiatric, vocational, educational, etc.)
8. Legal services presently available to inmates.

The Correctional Center at Tipton was the site of our meeting on June 20. In addition to the Ad Hoc Committee members and corrections officials, staff and inmates from the Center were present.

Our discussion centered upon adult basic education needs and opportunities available, recreational program, post-high school offerings, vocational training, and utilization of space at the Center. A "Space Analysis" report from Mrs. Atkins is available on request. Mr. Ed Haynes indicated that provision would be made for supervision of inmates during free study time. The possibility of forming an inmates council was considered.

Whitten Hall in Columbia was the site of our third meeting on July 11. In addition to committee members and correction officials, staff members from Tipton and representatives from the newly formed inmates council were present.

Specific programs were described which related to the areas of greatest need we had previously identified: reading problems, opportunities for higher learning, recreational programs, motivation of inmates, and a profile of the female offender.

Two existing programs which provide basic skills in reading are now available and have been offered to the Correctional Center officials. One program being sponsored by the State Department of Education in Adult Basic Education is available, without charge, and will be administered by Shari Paleggi of the State Fair Community College in Sedalia. Adult Basic Education involves basic level of reading, writing and arithmetic. It provides reading interpretation skills in science, social studies, and literature. Mathematics includes addition, subtraction, multiplication, division, decimals, fractions, etc. Instruction is provided from levels one through twelve. Eight students are required for one teacher.

The second program which focuses on basic skills is for the nonreader. This method of learning to read involves a team of teachers from Columbia who would go to Tipton to teach a class of literate inmates the Laubach method. Those inmates, in turn, would teach others to read on a one-to-one basis. The cost is transportation for the Columbia teachers to Tipton and paperback texts. The program is directed by Mrs. Dell Keepers.

For higher education, Stephens College, University Without Walls, is in the process of writing a proposal for a feasibility study of the college level program with the possibility of achieving an A.A. degree. Copies of the proposal are forthcoming.

A Corrections Officer assigned to recreation has been recently appointed at Tipton. . . .

Extension field staff members serving the Mid-Missouri area have previously taught short courses on foods and nutrition, clothing and textiles, and family economics and management at Tipton. These specialists, Viola Smith, Arlene Powell and Shirley Drinkard, have recently discussed the coordination needed to offer these classes again. They are prepared and willing to present these topics at the request of the corrections officials with the following provisions:

1. Adequate space, facilities, and equipment [must be] provided.
2. Assistance must be given the specialist in loading and unloading equipment, setting up the room, and preparing demonstration materials.
3. A corrections officer must be present during each session.
4. Funds must be provided for materials and supplies used during the presentations.

In addition, the Mid-Missouri area food and nutrition specialist . . . is presently working with UMC Extension State Specialists on developing a short course on institutional cooking. This was originally requested by [a] staff member at Tipton. Arrangements are pending specific plans from the Superintendent at Tipton for implementation.

We have discussed possible reactivation of counseling services from the Department of Social Work, UMC, and the necessary arrangements which must be made with Tipton personnel. . . .

At the present time, training programs in Tipton prepare women for stereotyped female occupations: hairdressers, office work, nurses aides and waitresses. The question of being licensed in hairdressing was raised at one of our meetings and Mrs. Atkins stated that the women were licensed when they left the Center. But a July 23, 1975, article in the *Columbia Missourian* indicated that "licensed jobs" were frequently denied ex-offenders.

A request has been made to Jim Vine, a parole officer, to determine if skills acquired at Tipton are utilized. At present there are no statistics available, nor is there a concerted effort to determine if the vocational training is in response to inmates' needs or interests, or labor market demands. It seems unwise to continue to invest in programs, or to initiate programs, that are ill-suited for inmates.

Members of the inmates council present at our last meeting were requested to take a questionnaire to other inmates at the Center and assist them in identifying their personal needs and the needs of the institution as they perceive them. Results of this survey will appear in our next report.

Changes in personnel in the medical staff at Tipton have delayed recommendations for health education from Dr. Ingeborg Mauksch, Department of Community Health and Medical Practice, School of Medicine, University of Missouri.

Planned Parenthood would like to bring a series of programs to the Correction Center. . . .

Patrick Rackers, Program Chief-Corrections, Department of Public Safety indicated to us that there were additional federal funds which might be available for innovative programs and research projects. The following recommendations would seem appropriate.

1. At the present time the Stanford Achievement Test is administered and it has been recommended that the GATB be administered through the Missouri Employment Security Division as a part of the test release agreement with the Department of Corrections.

   Dr. James Koller, UMC Associate Professor, Department of Educational Psychology indicated that the following testing program would be available for a reasonable cost. A formal proposal is being submitted to the Department of Corrections. The Department of Educational Psychology, UMC proposed a testing program which would be conducted by two doctoral students, skilled in testing procedures and measurements under the direction of UMC faculty. One student has had previous correctional experience. This battery of tests would be given at the Center in Tipton and would conform to the guidelines established by the American Psychological Association. Only recognized professionals are permitted to give these tests.

   The Stephens College testing program which will be described in their feasibility study complements this study. The two schools will work cooperatively on this project. Dr. Beverly Prosser-Gelwick, Stephens College, attended the planning session.

2. Dr. Daryl Hobbs' Rural Sociology Department, has been conducting a survey of high school dropouts in rural Missouri. His office will assist in adapting the survey forms that have been used for the

population at Tipton. A graduate student could complete this survey which would add important information on the profile of the female offender. A formal proposal will be submitted to the Department of Corrections.

If these two recommended programs are followed, we could 1) identify the population, 2) establish strengths and weaknesses, and 3) take meaningful steps to respond to the identified needs of the female offender in Missouri. The Department of Educational Psychology would assist in this effort.

Unless values and attitudes are examined there may be no motivation to establish a more productive and meaningful life. The following proposal focuses on these critical areas.

3. UMC proposes a series of discussion sessions, two hours in length, held twice a month to provide an opportunity for inmates to discuss various values and attitudes which have influenced or directed their lives. Topics contemplated include: education, justice, power, money, obligations, ethics, moral judgments, loyalty, responsibility, and expectations (personal, societal and legal). Faculty members from academic institutions, or professionals from appropriate disciplines, will be in charge of leading the discussion.

   One topic will be featured each month. Suitable reading material would be provided in advance with literate inmates reading to those who have not mastered reading skills. Each session would be taped and transcribed.

   A formal proposal will be submitted to the Department of Corrections.

In an attempt to coordinate activities, avoid duplication of effort, and effectively utilize available resources, we recommend:

1. A source which identifies the needs of the institution

2. A consortium of the universities and colleges that provide resources and services to the Center with representatives from each institution forming a council

3. Centralized information on the volunteer agencies and their resources and services which would be available to the Center.

Plans for conducting a Missouri Congress on the Female Offender have been discussed. Meeting dates of November 21 and 22 have been chosen. The University of Missouri and Stephens College are sharing responsibilities. Euphesenia Foster, U.S. Department of Justice, Bureau of Prisons, has been placed on special assignment with the U.S. Department of Labor, Women's Bureau to coordinate International Women's Year activities relating to women in prison. We have discussed with her the possibility that she might appear as keynote speaker and a participant in special sessions. Dr. Ruth Glick has recently completed an LEAA funded study on women's correction centers in 13 states. The data is being compiled and Dr. Glick, too, has indicated that she might be able to attend the Congress and present a paper on the findings from the study.

Special sessions are being considered for: legal problems of the incarcerated female, family relationships, educational needs, profile of the female offender, juvenile offender, health and mental attitudes. We welcome the participation of the Department of Corrections in this important event and hope they will share sponsorship with us. A request for financial assistance will be made. The benefits to officials, staff, inmates, and academic faculty should be significant. Law enforcement officials from throughout the state, as well as neighboring states, would be invited.

Thus far we have received enthusiastic encouragement to move forward with our plans. We invite your response to the plan for the Congress and welcome suggestions for the program.

These recommendations we offer as aids in developing the educational program for the Women's Correctional Center at Tipton. It is our understanding that a new Director of Education has been appointed for the Center and we look forward to working cooperatively with the institution to bring resources from Missouri's academic institutions to the inmates and staff at Tipton. We await the response of the correction officials.

A suggestion has been made that our Ad Hoc Committee be replaced by an advisory committee or council with statewide representation. Several groups working individually have expressed the desire to coordinate our efforts through one statewide organization.

Dean James Waddell, Stephens College, University Without Walls, was elected Chairperson at our last meeting and will preside at our August meeting. The date will be announced later.

Respectfully submitted by:

Marian M. Ohman
Program Coordinator
Humanities
UMC Extension Division

Barbara Maier
Continuing Education Specialist
Mid-Missouri Extension

SPACE ANALYSIS

State Correctional Center For Women
Carolyn V. Atkins, Superintendent
Tipton, Missouri, July 9, 1975

1. CLASSROOMS—ACADEMIC SCHOOL
   Three in use Monday through Friday 8:00-4:00 p.m., 45 women enrolled. One room is the Chapel and is used for evening and Sunday worship. Idletime: evenings and weekends.

2. LIBRARY
   Academic School space extremely limited due to necessity for shelving. In use Monday, Tuesday, and Friday 8:00-4:00 p.m., Saturday morning 9-11 a.m. Otherwise idletime space for a small group.

3. VOCATIONAL SCHOOL
   A. *Business School*
      All except small kitchen areas in use 8:00-4:00 Monday through Friday. Possible extension of Division of Family Services. IBM Keypunch Program would utilize kitchen area. Idletime: Evenings and weekends, one large classroom and small kitchen.
   B. *Cosmetology School*
      In use Monday through Friday 8:00-4:00. Idletime: Classroom space for 12 persons weekday evenings and weekends.

4. AUDITORIUM
   Large open area with poor lighting. Lighting corrections dependent upon rewiring and new fixtures. These were requested in FY-76 budget (1975-1976) but not furnished.

   Space in use on Thursdays for Music Lessons and classes. Space also used in evening from 7:00-10:00 p.m. for card playing, table games,

and record playing. Area is usually scheduled on weekend afternoons for volunteer conducted religious services and sometimes on weekend evenings for parties, dances, programs, and musical presentations sponsored by volunteer groups. This area is extremely warm in summer as it is a 3rd floor area.

5. INMATE DINING ROOM
This area is idletime space from 6:00-10:00 p.m. but good supervision of any activity in this area is a must because it is open to food supplies.

6. STAFF DINING ROOM
This area is in use at lunch time. Noise and use of tables for storing desserts etc. hampers use before 6:00 p.m. This area is not secure from the kitchen and good supervision must be provided.

7. VISITING ROOM
Must be available daily and weekends from 9:00-3:00 p.m. for inmate visitors. Idle area from 3:30-7:00 p.m. daily and weekends. Used for viewing color TV (only one in SCCW) from 7:00-10:00 p.m.

8. SEWING ROOM
This area is used Monday through Friday from 8:00-4:00 p.m. The outer area room is used from 4:00-10:00 p.m. by women not assigned to the sewing room who make their wearing apparel. The two inner rooms containing other sewing machines and cutting tables are not in use from 4:00-10:00 p.m.

EDUCATIONAL OFFERINGS

State Correctional Center for Women
Carolyn V. Atkins, Superintendent
Tipton, Missouri

I. ACADEMIC SCHOOL

A. Adult Basic Education

This is individual tutoring to meet the need to raise the average achievement level of the women from 5.6 to 8 years in the basic subject areas.

B. General Equivalency Diploma

This is individual tutoring as well as group class work preparatory to taking the G.E.D. examination.

II. VOCATIONAL EDUCATION

A. Cosmetology

This is a basic cosmetology course that prepares for the taking of the State Board of Cosmetology examination. The women are taken to Jefferson City and take the State Board along with applicants from all over the state of Missouri.

B. Business School

This is a continuous course from basic filing, through beginning typing, advanced typing, bookkeeping and records keeping, shorthand, and IBM keypunch.

III. COMMUNITY EDUCATION PROGRAM

A. The current phase of this program involves 16 women in educational programs on Mondays, Tuesdays, and Thursdays for 18 weeks.

1. Eight (8) in the Nurses Aid program which began in March
2. Eight (8) in the Advanced Business and Office program which began late in April

B. Phase II will involve eight (8) women in the general curriculum according to their interests and paraprofessional goals in September 1975.

IV. FINANCIAL RESOURCES

A. State Appropriations (already approved for FY-1976)

B. Federal

1. LEAA Grant for Eves
   Community Education Program supplemented by BEOG (Basic Educational Opportunity Grants) for full time 12-hour tuition
2. Manpower or CETA
   (Currently no program)
3. Title ? education funds can be explored according to availability for a desired program
   a. We currently have Title I and Title III (one) teachers in the academic school
   b. We could have more Title I teachers if we had classroom space.

V. POTENTIAL IMPROVEMENT IN PHYSICAL FACILITIES

A. None were allowed in Capital Improvements for FY-1976

B. Government Surplus
Quonset huts are available for Educational purposes. Costs involved would be flooring, heat, electricity, and sanitary facilities.

VI. VOLUNTEER SERVICES

A. Religious

1. Religious groups of all denominations come into the institution for services, Bible study, or to visit with the women. Some may come only several times yearly for religious holidays.
2. The Alpha Omega Prison Ministry, a volunteer group from St. Louis, comes weekly and provides a variety of services and material needs through donations.
3. The Full Gospel Business Men from Sedalia come regularly.

4. Brother Bob Rhoads from Versailles comes regularly on Monday night for services.
5. Rev. and Mrs. James Handley come regularly on Sunday for service.

B. Counseling
1. Metropolitan Services Association from St. Louis
2. Students from Covenant Theological Seminary affiliated with Alpha Omega Prison Ministry

C. Recreation
1. YMCA from UMC during academic year
2. Other irregular public service civic organizations

D. Student Interns
1. Lincoln University
2. Culver Stockton College, Summer 1975

E. Inmate Organizations
1. Jaycees—Tipton Jaycee Wives
2. AA—Jefferson City sponsor

F. Other
The Garden Club which is responsible this spring for the institution's flowerbeds has as consultant and adviser, Mrs. C. W. Thomas of Tipton.

G. Availability of Testing and Placement Services
1. Some testing can be done at SCC through the academic school. Placement service needs are contingent upon release and are available through the Department of Corrections Services Centers.
2. State Fair Community College is making placement services available to the women enrolled there.

H. Contributions Made by All Civic and Service Organizations
Contributions are in kind supplies of fabric for the sewing room, cosmetics, clothing, books and magazines, magazine subscriptions, or small items that can be used for Bingo prizes such as earrings, hosiery, and cosmetics.

I. Other Programs—Pen Pals
Persons in community groups have been solicited as pen pals who after establishing a relationship with a woman through letters, are willing to supply her cosmetic needs each month. This helps tremendously the 40% of the inmate population who

have only their $10.00 monthly wages for their personal and commissary needs.

VII. DAILY WORK SCHEDULE AND ACTIVITIES

Breakfast: 7-8 a.m.
Detail, School: 8-11:30 a.m.
Lunch: 12 Noon
Detail, School: 1:00-3:30 p.m.
Supper: 5:00 p.m.

All other time is free time and women may participate in free play, leisure, or volunteer sponsored activities.

AD HOC COMMITTEE FOR THE
WOMEN'S CORRECTION CENTER
September 26, 1975
Regular Meeting,
James Waddell, presiding

The meeting was opened by James Waddell and introductions were given.

Tipton

Thelma Grandison, Supervisor of Education at Tipton, described the atmosphere of the Women's Correction Center since the stabbing of Carolyn Atkins. She reported that Mrs. Atkins is making a rapid recovery; her major concern is that the program continues. Mr. Haynes and Mr. Bolin support our plans for the project. Mr. Baldwin has taken over as the director of the Women's Correction Center until Mrs. Atkins is able to return. He is firm, but fair; a good administrator.

Program Discussion

Mrs. Grandison's major concern is for the 78 women at Tipton but she wonders if we should be thinking about doing something for the women who have been transferred to Renz Farm. Lincoln University does have a program there and most of the inmates will be there on a short-term basis. Some of these women will be allowed to complete courses outside the prison and will be released by January. She has not posted sign-up sheets for the program; she wants to find out as much about Tipton as she can before she starts on the program. Also, she feels it would be helpful to screen the academic ability of people who want to go into the program, and to discuss the possibilities of the program before sign-up is announced.

On October 8th, there will be a presentation of a program on emergency needs given by the Red Cross; this is an 81-hour course. Women must show an interest and qualify before they will be allowed to take the course. Part of this program will include work experience at one of the hospitals in Jefferson City (St. Mary's or Still).

Marian Ohman stated that the woman offender is not taken seriously and that this needs to be changed; correction programs for women need to be brought up to the level of the programs for men. Pressures for equal opportunities for programs for women are developing on the international level, and Baltimore and Miami will have pilot programs this year.

College courses have previously been offered to the inmates at Tipton but they have not been well received. The consensus is that negative response was largely due to the way the programs were presented—in the traditional manner, which did not excite the women. Mrs. Grandison will gather information on programs offered for women throughout the U.S. Webster College has developed a program and has done a great deal of promotional work concerning this program. Marian Ohman said that remedial reading courses could be available within three or four months. A void exists at Tipton with regard to communication with the outside world, i.e., lack of newspapers, magazines, and someone with whom inmates can discuss current events. A program in physical education is also needed. Courses now offered are cosmetology and business.

The teachers at Tipton are employed through Title I and III programs. It is very difficult to get general staff members to attend training sessions, and it is difficult to determine if a program is effective. Teachers are certified by the State Board of Education. Since teachers must make up class time when they are absent for programs, they are reluctant to take additional courses. Mr. Welker can give technical assistance to institutions regarding the best programs, but the ultimate choice is up to the head of the institution and the Personnel Board. Adding staff members is almost impossible without going to the legislature.

Stephens College is planning a program in nontraditional counseling at Tipton. This would include career counseling and testing to find out about the women who are there. From the information obtained in this program, they would determine which courses to offer. Each student would have a counselor as well as a teacher. In a year or two, they may have students from Tipton come to Stephens as residential students.

Where do we go from here?
1. On site course in remedial reading
2. Give indication of women's abilities and interests
3. Conduct personal interviews
4. Program on current issues
5. Inform inmates about what to expect on a college campus

6. Inform inmates what they can expect on the streets
7. Help them to develop ability to relate to other individuals.

Money

Funding is a problem in developing courses for Tipton. There seem to be conflicting reports concerning the availability of funds. The programs now offered at Tipton are outdated. It is hard to get the state to allocate funds for new programs; the Superintendent of Instruction can, however, change programs. Also, the method of allocating funds can change from year to year—one year the institution may receive a lump sum without any stipulations as to how it can be spent; the next year funds are allocated on a per item basis.

There are many groups around the state that would support programs at Tipton if they knew that the money would reach the inmates. You *cannot rely on volunteer help* to meet the educational needs of Tipton. It was suggested that the committee form a liaison with assigned people in different organizations instead of going directly to the general public. The liaison person would work through his/her organization. This would be a more efficient way of conducting fund raising.

Committee

There is a strong feeling that the Ad Hoc Committee should be replaced by an on-going committee with a statewide representation and that the Committee should start lobbying. It is also felt that there is an urgent need to establish immediate and long term objectives. We need to include representatives from labor unions on the permanent committee so that the women can break the union barrier—they need to be card holding members of unions. Legislators also need to be included on this committee. The Committee needs to contact people in authority, to talk to legislators, and to form a coalition of schools that serve the prison. It will take a combined effort of this type to move the state bureaucracy to allocate money and other types of assistance.

Missouri Congress on the Female Offender

The Missouri Congress on the Female Offender will be held in Columbia on November 21 and 22. The Congress is a joint effort of the Missouri Department of Corrections, the University of Missouri, and Stephens College. The keynote address will be given by Euphesenia Foster. Inmates from Tipton will be present to chair parts of the program. A panel discussion on the educational needs of the female offender will be part of

the program. The registration fee will be minimal. Personal invitations will be sent to state officials and legislators.

The meeting was adjourned at 12:00 noon.

Respectfully submitted,

Mary Ellen Metzen
Secretary, Pro Tem

MISSOURI CONGRESS ON THE FEMALE OFFENDER

A Preliminary Report from the Ad Hoc Committee of Female Offenders to the Missouri Congress of Participants and the Department of Corrections

During the session on "Alternatives to Incarceration" it was appropriately suggested and accepted that the organization of female offenders at this Congress was essential and the formal input from this group would significantly educate all participants involved.

With a sense of commitment and a belief that the Congress participants want and need the recommendation and concerns of the female offenders themselves, we respectfully submit the following:

1. A State Profile of the Female Offender is needed and should be a priority for all participants from all levels of the Criminal Justice System, (the Department of Corrections in particular).

2. The Women of Tipton need, very badly, an in-house drug program. We believe approximately 80 percent of the women are involved and/or have been involved with drugs.

3. Women at Tipton do not have copies of Tipton's policies and procedures. These copies would promote better communication and understanding of Tipton's functions and expectations of women offenders.

4. The ex-offender program run by the State Corrections Department should recruit women inmates from Tipton and operate programs *within* the institution.

5. Furlough for women is in name mostly and is practically nonexistent. We need more furlough.

6. Only four (4) phone calls per year are permitted for women at Tipton except in cases of death. We need much more contact than this with our loved ones. Crimes is [*sic*] not committed on phones.

7. Recreation for women doesn't exist. A room for recreation exists but it has no ventilation and no planned activities.

8. Once a month visits from law students is [*sic*] better than nothing but more frequent visits from lawyers who will follow thru on cases is [*sic*] needed.

9. Women at Tipton need to know about community programs in a complete way. Community Service guides should be available to every woman indicating resources in their respective communities.

10. Tipton needs a full-time programs person who can devote herself completely to effectively coordinated volunteers and services for women.

11. Long-timers and illiterate women are "left-out" personalities for services at Tipton. These women need help as much as any other women.

12. The doors of Tipton are often locked to the community even though there is an advertised desire for community involvement (YWCA turn down—Columbia and St. Louis).

13. Heavy restrictions have been placed on women at Tipton even though situation is supposedly "in hand."

14. Politics between the Department of Corrections and the Parole Board often leads to the "splitting" of the female offender rather than "sharing" her effectively. We urge the Department and the Board to develop significant communication mechanisms to mutually assist the whole woman.

15. We recommend that female offenders institutionalized and not institutionalized be a part of the permanent committee on female offenders.

16. Our educational and vocational staff does not have the equipment and texts they need to effectively help us. (There are only three (3) record-keeping books in entire institution.)

17. Community Centers, we urge you to share your programs (goals, purpose and services) with the women *within* Tipton.

18. Conferences similar to the 1975 Missouri Congress on the Female Offender are needed in every large city (St. Louis and Kansas City) and on a regional basis in more rural areas.

19. Women coming to Tipton with money are required to list that money with the State. Is interest being collected by the State on this money and why is it so difficult for women to send money of this kind to their families?

20. An ex-offender should be part of the Executive Committee of the Missouri Coordinating Council on Women.

Session Sponsor: Cecilia A. Nadal, Instructor
Forest Park Community College
St. Louis, Missouri

Contributors: Women of Tipton

Chapter 6

BILINGUAL VOCATIONAL TRAINING OF DENTAL ASSISTANTS

University Extension

University of California, Los Angeles

Special Recognition

Open—Includes Combinations of Other Categories

Program Name:

BILINGUAL VOCATIONAL TRAINING
OF DENTAL ASSISTANTS

Name of Principal Person(s) Responsible for Entry:

Phillip E. Frandson, Dean, University Extension

Person(s) or Institution to Whom Award Would Be Made:

University Extension
University of California, Los Angeles

Source(s) of Funding:

Department of Health, Education, and Welfare, Office of Education

Cost of Program:

Bilingual Vocational Training	$154,604
Training Allowance Supplement	95,400
TOTAL AWARD	$250,004

Number of Participants in Program:

50

Objectives of Program:

1. To provide out-of-school/out-of-work persons of limited English speaking ability with high quality vocational training, long term career opportunities, and immediate gainful employment
2. To extend dental health care services by providing trained bilingual assistants to dentists thereby increasing professional

care available to residents of the limited English speaking community

3. To increase the scope of the initial pilot program by providing:
   (a) a replicable model of bilingual vocational dental assistant training which is not now available
   (b) Certified Dental Assistants who could eventually serve as instructors for training.

BILINGUAL VOCATIONAL TRAINING OF DENTAL ASSISTANTS

Genesis

In March 1975 notification came from the Department of Health, Education, and Welfare that proposals would be accepted for funding under Part J of the Vocational Training Program: Bilingual Vocational Education. The news meant that a real possibility existed for implementing a long-time hope of UCLA Extension—the dream of developing a program for the training of dental assistants to work with bilingual dentists in ethnic minority communities.

In Los Angeles, as in many large cities, demographic patterns reflect a high concentration of limited English speaking people in the Central City. A prevalent problem is inadequate health care, since poorer socioeconomic areas, particularly those in which English is not the dominant language, tend to attract fewer health care professionals and paraprofessionals. The shortage is severe among California's large population of limited English speaking minority residents. In addition, the people who live in these communities are prevented by their language problem from participating in many otherwise available vocational training programs. These two interrelated problems accelerate each other, since the inability to acquire skills aggravates the rate of unemployment, resulting in still further socioeconomic depression.

For California as a whole the ratio of dentists to the general population is approximately 1:1450; in the Central City of Los Angeles it is 1:2900, or only 50 percent of the statewide ratio. Moreover, a number of people within the area never seek dental care. Although there are a variety of reasons for this failure, a key factor is the shortage of dentists and dental assistants who speak any foreign language.

It has long been the hope of UCLA Extension that one day funds might be provided to finance a program with a dual objective: (1) providing better dental care in minority communities and (2) concurrently providing vocational training for many of these same communities' residents.

Extension has already, over the past few years, undertaken measures to alleviate the shortage of bilingual dentists by instituting the Foreign Dental Program. This program utilizes both didactic and clinical components to enhance the knowledge and skill of foreign trained dentists; to orient them specifically to the practice of dentistry in accordance with current California standards; and to prepare them for taking the State Board of Dental Examiners examinations required for licensure in California.

Typically, participants in the program go on to practice in areas of Los Angeles, and indeed throughout the state, where residents have little or no English language capability—areas, in short, in which these dentists are uniquely qualified to serve. Without the supportive paradental personnel to assist them, however, many of these professionals must spend much time performing routine tasks normally delegated to a qualified assistant, thus limiting the amount of actual professional care that can be given to each patient. Studies indicate that a dentist with a trained assistant can provide some 45 percent more professional care time than those without such assistance. Thus, the quality and quantity of dental health care available to limited English speaking populations, even with the advent of the additional Extension-trained foreign dentist licensees, is still severely curtailed by the lack of qualified support personnel.

In most professions today, as health services become increasingly complex, there is recognition that paraprofessionals must be trained to handle routine tasks in order to free the professionals for levels of activity requiring expertise. The need of paraprofessionals is proportionately greater where the ratio of professionals to population is less than adequate. Legislation already in effect in some states and under study in others is establishing the importance of delegation of increased responsibility to the paraprofessional auxiliary.

With all the foregoing factors indicating an increasingly pressing need, UCLA Extension was already in the process of developing a proposal for bilingual paraprofessional training in dentistry—in the hope of obtaining funding from an as yet unestablished source—when word came that the Department of HEW Office of Education would accept for consideration just such a proposal.

Planning

Extension staff under the direction of Dr. Fredric Weissman completed an informal survey of the Central City area to assess whether any form of bilingual paraprofessional training did in fact exist. The survey verified the existence of the following conditions:

1. A need for better dental health care delivery systems in an area largely composed of limited English speaking ability

2. A shortage of well-trained bilingual dental assistants in the area

3. A lack of bilingual vocational training programs in dental assistance in the community (no bilingual component in local occupational centers and community colleges, and cost of nearby private schools too great for local residents to pay)

4. A need for gainful employment of the out-of-school/out-of-work members of the Central City community.

It was therefore determined to move ahead with a program to fill urgent needs not met by existing institutions. Program objectives were outlined as follows:

1. To provide training to persons of limited English speaking ability to equip them to perform as paradental assistants, training to include:
   a. skills and knowledge of dental assisting
   b. practical experience and training in dental assisting
   c. learning opportunities to gain academic and manual skills required to pass the Certification Examination for Dental Assistants

2. To extend dental health care delivery systems and services to a greater number of persons of limited English speaking ability through use of trained paraprofessionals

3. To provide persons of limited English speaking ability with high quality vocational training, long-term career opportunities, and immediate gainful employment

4. To increase the supply of bilingual Certified Dental Assistants who could eventually serve as instructors in this or other dental assistant vocational training programs, thus broadening the scope of the initial pilot program

Specifics of the curriculum were developed by Dr. Weissman. This effort involved review of a great variety of dental assistants training programs offered in various areas of California, the revision of programs already offered by UCLA Extension as well as development of new courses, and assurance that courses covered all material necessary to meet the standards established by the American Dental Association, since a primary aim of the program was to give trainees the manual and academic skills to pass the ADA Certification Examination for Dental Assistants. Instructional contact hours in various facets of training were based on requirements under the ADA guidelines for certification.

In these efforts, Dr. Weissman consulted on a continuing basis with Ms. Brenda Becker and Ms. Judy Cardellicchio, both Certified Dental Assistants and credentialed teachers. (Ms. Becker later joined the staff as Program Coordinator following funding of the program.)

Courses in the curriculum include Orientation to Dentistry, Bio-Dental Sciences, Pre-Operative Procedures, Radiology, Practice Administration, Community Dentistry, and Clinical Practice. These latter courses may also be transferred for credit toward the bachelor's degree at UCLA, should the student later attend the University.

An Advisory Committee of practicing dentists, elected city officials, and educators was established and consulted frequently during proposal development.

Following completion of the proposal for the program, the concept was presented to a variety of concerned constituencies. Response included enthusiastic letters of support and offers of assistance from the office of Mayor Tom Bradley, the Los Angeles County Dental Association, the Educational Opportunity Center, the School of Dentistry of the University of California, Los Angeles, and individual members of the professional community, particularly those who serve limited English speaking patients.

Further support was received from the California State Director of Vocational Education, who commended the fact that the proposed program would provide the following two important services: (1) specific occupational training for unemployed out-of-school people, and (2) trained personnel for badly needed dental services in Spanish speaking communities. The employment potential of these people once trained is high and the service they would provide to their community is significant.

With community support assured, the proposal was submitted under Part J of the Vocational Training Program: Bilingual Vocational Education, U.S. Office of Education, Department of Health, Education, and Welfare. The program was accepted and funded in early June 1975.

Marketing and Promotional Methods

Initial contact was made with various community agencies with the assistance of UCLA Extension's Educational Opportunity Center. In addition, information was released through newspapers including local community dailies or weeklies. The State of California Department of Employment and other related agencies were contacted directly.

All responding agencies sent representatives to a discussion meeting where various aspects of the program were reviewed, including criteria for student selection, classroom and clinical courses and training, and opportunities for employment.

Audiences Reached, and Inauguration of the Program

Approximately 90 applicants applied for the initial program. Several interviewing sessions were held under the direction of Dr. Weissman and Ms. Becker. Each applicant was individually interviewed and the program explained in detail. The applicant's aptitude for the Dental Assisting field was reviewed, as well as motivation for completion of the training program. Indications of difficulty in reading comprehension were assessed to determine the possible need for special attention. The majority of students (49) were accepted. Those who were not were referred to the Educational Opportunity Center for counseling on alternative educational opportunities.

Students were registered on September 15, 1975. A basic orientation session was held, at which all staff involved in the program were also introduced to students. Uniforms for students were obtained at a 30 percent discount. Students were given a physical examination form to be completed by their physicians, in view of the contact they would have with patients.

Class instruction began in late September. Thanks to the commitment to the Extension program of the UCLA School of Dentistry, some of the practical training is given in the School's Clinic.

Although the original concept of the program envisioned audiences primarily in the Spanish/Oriental segments of the Los Angeles Central City area, many other bilingual minorities are represented in the classes. Among the other languages spoken are Russian, Vietnamese, Armenian, and Portuguese. And included among the Spanish speaking students, in addition to members of the Los Angeles Mexican-American community, are students from a variety of other countries in Central and South America.

Problems Encountered and Solutions

The primary problem area concerned the bilingual component of the program. Since no bilingual training materials for dental assistants existed, instructors with bilingual capabilities were sought out. A syllabus was prepared in Spanish-English to serve as a reference book for the students. Bilingual curriculum materials were developed. Identifying instructional panels of dental units and laboratory equipment were converted for bilingual use.

To enlarge study resources for the trainees a course in English as a Second Language was offered at a convenient time and location for all interested students, with most encouraging results. All instructors in the bilingual dental assistants program have received training via special seminars in English as a Second Language teaching methodology.

It was determined that classroom instruction should in general be conducted in English because of the need to prepare students for the ADA Certification Examinations. However, materials in any difficult areas, or in areas which might be confusing, are translated. Tutoring for students enrolled in the program is available on an individual or group basis from the Learning Center of Extension's Educational Opportunity Center, which is located in the same building where most of the Dental Assistants training is conducted.

On the basis of needs emerging from contact between the Dental Assistants trainees and the Educational Opportunity Center staff, a special *Study Skills Techniques* course has been developed and is now being presented. In this course the students receive help in reading improvement (reading rate, comprehension, concentration, memorizing, vocabulary)

and study skills such as notetaking, class listening, use of text and material, underlining, preparation for examinations, and preparation for job interviews.

An additional problem was posed by the fact that the target group was composed of unemployed, out-of-school persons most of whom were receiving unemployment benefits or public assistance. Since unemployment benefits would terminate if they enrolled in a training program and thereby became unavailable for work, it was necessary to provide some type of financial assistance to enable them to take advantage of the training opportunity. As a supplement to the primary proposal, a budget for training allowances was submitted. Under special provisions of the funding agency, a separate training allowance was awarded making it possible to pay the students under the authority of Section III of the Comprehensive Employment and Training Act of 1973 (CETA), P.L. 92-203. With the assistance of the California State Employee Development Department and the Los Angeles County Public Service Department, eligibility of the participating trainees was determined under the established regulations.

Evaluation Techniques and Results Obtained

While the pilot program is not yet completed and therefore no final evaluation or results are available, extensive "in progress" evaluation is maintained. The following are the methods used.

- At the beginning of the program students are given tests in reading comprehension. Tests are administered periodically and progress noted.

- Quiz type tests and a mid-term examination are given, and a final examination will be administered at the conclusion of the course. All are based on the instrument of evaluation which forms part of the accreditation application to the American Dental Association.

- California State mandated tests are administered periodically (for example the Radiology Safety Examination).

- Bimonthly meetings are held by Dr. Weissman and program faculty to evaluate the results of the above tests, with emphasis on student comprehension and achievement. Based on these evaluations the curriculum is revised if indicated.

- Program instructional staff make regular site visits to the Dental Clinic of the UCLA School of Dentistry, where trainees work under the supervision of professional dentists. Clinical progress reports are submitted by these supervising professionals during the site visits.

- Individual student conferences are held regularly by program staff to determine continuing or newly emerging need for tutoring or other special assistance; during these conferences progress is noted for use in evaluating the qualitative substance of the curriculum as well as the results being achieved to date.

* * *

During the year following completion of the pilot program, data will be collected by personal interview and by questionnaire to measure effectiveness of the program. Both the bilingual dental assistants who have completed the program and the professionals who have employed them will be surveyed to assess job continuity as well as quality of performance. This procedure will also assure an open channel of communication between the program staff and the trainees, should the latter wish to continue their education in the field.

Preliminary provisional accreditation has been granted by the American Dental Association; and students completing the program will be eligible for the certification examination administered by the Certifying Board of the American Dental Assistants Association.

* * *

The letter from the American Dental Association granting accreditation approval included a recommendation for continued financial support of the Bilingual Vocational Training of Dental Assistants.

GUIDELINES FOR SPECIAL PROJECTS

The University of Iowa

Special Recognition

(Noncategorized)

Program Name:

GUIDELINES FOR SPECIAL PROJECTS

Name of Principal Person(s) Responsible for Entry:

Marve H. Lavin
Assistant Professor of Educational Media
Assistant Director of Independent Study

Person(s) or Institution to Whom Award Would Be Made:

Division of Extension, The University of Iowa

Source(s) of Funding:

Internal funding

Cost of Program:

$3,500 for development

Number of Participants in Program:

15 (However, we anticipate several hundred per year.)

Objectives of Program:

To develop a strategy for two-way communication between a student and his or her faculty adviser which may be used for open-ended, individualized, or project-type courses. The method of communication must be suitable for use with both resident and nonresident learners.

GUIDELINES FOR SPECIAL PROJECTS

Introduction

A "Non-course" Study Guide

Guidelines for Special Projects is a new kind of study guide that deals with many of the "non-course" credit experience opportunities available at the University of Iowa. Students both on and off campus, as well as faculty, have benefited from its use.

Special Projects

Almost every department in the university provides one or more project numbers which permit students to receive course credit for projects that are either initiated by the student or by a faculty member. The general catalog of the university may list these as readings, special topics, individual study or instruction, directed studies, independent study, current issues, problems, practica, or even research.

The Problem

Common Guidelines

When written procedures are provided to students who enroll for course credit under project numbers, instructions usually fail to include even a simple system for communication between these students and the sponsoring faculty member.

The Usual Procedure

In many cases, an instructor may permit the student to attempt a special project following a brief, single discussion. Only in rare instances are written goals, objectives, or procedures available for the instructor's consideration. Once approval has been obtained, the student generally proceeds to complete the project without further input from the instructor.

Solution to Problem

The strategy used in this study guide was developed after careful study, and with the cooperation of several academic departments and the independent study unit at this university. The initial piloting was accomplished through three on-campus students. Following these tests, the study guide was finalized. Presently, there are approximately 15 students using this guide. However, we expect that several hundred on-campus and continuing education students will be using this strategy in project-type courses within a year.

Purpose of Study Guide

The manual *Guidelines for Special Projects* was designed to:

- Insure that student projects receive an appropriate level of guidance from qualified instructors
- Provide a framework of academic credibility
- Encourage students' initiative and creativity
- Present the student with essential information, guidance, and encouragement
- Provide the instructor with a system for discharging her/his responsibility to the student.

A Model for Special Project Experiences

Although the pages of this manual were developed to cope with special projects inherent in Educational Media and Technology instruction, the fundamental guidelines and procedures—with minor alterations—accommodate numerous other academic areas as well.

A Six-Step Method

The flowchart on page 5 of the study guide (Figure 1) summarizes the simple, six-step procedure for completing a project. Note that the student must contact the instructor at least four times during the process. Each of the six steps is then fully explained in its own section which is numbered to correspond with a number on the flowchart. Appropriate forms, with a yellow mail-in copy and a blue copy for the student's file, are placed at the end of each section.

OVERVIEW

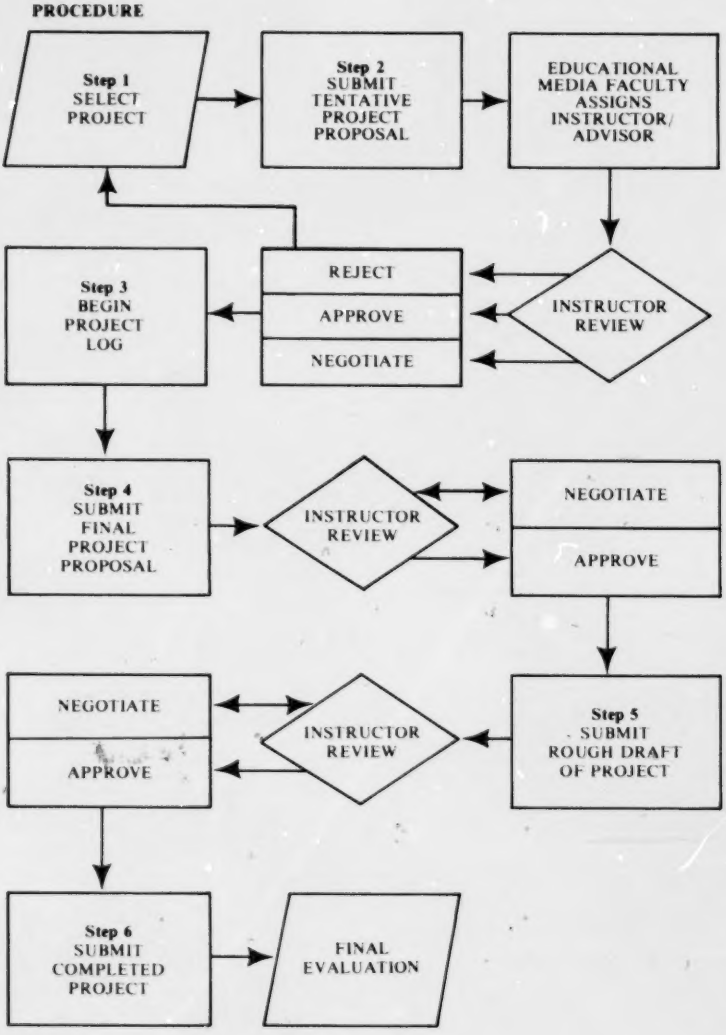


Figure 1. Guided independent study six-step procedure for selecting and developing a project.

Features of "Guidelines"

The following features have been included in the study guide to help students accomplish their goals:

- Defines limits and conditions for receiving credit
- Suggests general topic areas for projects
- Gives useful hints
- Encourages student-faculty interaction, including negotiation on content and scope of project
- Suggests range of time that may be required to complete a project
- Provides a list of basic books that may be consulted (no assigned textbooks)
- Encourages use of goals, objectives, audience description, and setting time-lines
- Requires maintaining a log for all project activities
- Includes convenience forms, with copies that students keep, to simplify administration and increase student motivation.

Implications

Adaptability

Although recently introduced after a pilot study in the College of Education, the University of Iowa, the methodology employed in *Guidelines for Special Projects* has been adopted by two other academic departments, and is being considered by four more. With minor changes in text and examples, the basic system may be adjusted to the needs of virtually any academic department at both undergraduate and graduate levels.

Better Projects

Guidelines will insure improved communication between instructor and student and thus provide more adequate quality control over the project.

Value in Continuing Education

Perhaps the most significant potential of *Guidelines* is that special project courses heretofore unavailable to part-time off-campus students can now be included in the regular continuing education curriculum.

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